

Public Libraries

(MONTHLY)

Vol. 21

July, 1916

No. 7

The Library and the Modern University*

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Three days ago I stood before the new Widener library of Harvard university. I tried to think back 278 years to the time when "The Reverend Mr John Harvard, sometimes Minister of God's Word at Charlstown, by his last Will & Testament gave towards the erecting the abovesd School or Colledge, the' one Moiety or halfe parte of his Estate,' and all his books." As it was with Harvard, so has it been with nearly every great university: its founding has been inaugurated by the founding of a library; and the growth of the library has almost invariably been the concomitant of the university's development.

This historic relation of the library to the university has been made infinitely more vital because of recent changes in conceptions of education. There are four such changes which are especially significant.

First, the library has had to meet the demands occasioned by the rapid multiplication of courses,—which in turn has been largely due to the rise of the elective system. More and more the modern university has tried to fulfill Ezra Cornell's idea of a university: a place where anyone may obtain instruction in any subject. An illustration of this multiplication of courses is found in the history of the University of Missouri during the last fifteen

years. In 1900, the number of courses offered by the College of Arts was 166: during the next eight years, they had more than doubled, being 367 in 1908. In the current catalog, the number is 476,—exclusive of courses offered twice during the year. This multiplication of subjects offered by the modern university has naturally meant a vast increase of the number of books absolutely needed for the purposes of instruction.

Second, the functions of the university library have become increasingly important because of the wide-spread adoption of the laboratory or research method in education. The laboratory method, which was once quite largely restricted to the natural sciences, is now a vital part of instruction in the social sciences as well. We are sending the students to the sources; and this means sending students to the library, for, in the social sciences, the sources, to a great extent, are books. Add to this that the natural sciences themselves increasingly encourage, besides work in the laboratories of experiment, original readings of the masters of science,—then one may appreciate the significant truth that the library is not merely a laboratory coördinate with others, but is the central laboratory of the entire university.

A third significant fact in modern education is the growth of specialization. This specialization is most obvious in the development of graduate schools: but our universities have shown a sane reaction against an over-free election of courses by undergraduates, until there is a marked tendency to insist upon a coherence and

*Address at the formal opening of the new library building at the University of Missouri, Columbia, January 6, 1916.

deepening of the student's curriculum. Thus, while the elective system means an increase of the library in the number of subjects represented by its books, the growth of specialization means a necessary increase in the number of books on single subjects. The modern university library must not only be extensive, but intensive.

Fourth, the modern teacher is growingly constrained to adopt the sort of pedagogy which teaches a subject through its history. Probably much of this interest in genetics is due to the wide-spread discussion of the concept of evolution,—a concept which, rightly or wrongly, has been applied to almost every subject taught in a university. For a long time it has been the custom of philosophers to introduce the problems of philosophy through a history of philosophy. Quite recently I was in the habit of hearing teachers of certain physical sciences allege as a reason for this that since philosophy had never come to any demonstrable truths concerning any of its problems, there was nothing else for it to do than to teach the history of its failures! But now, not only are such subjects as psychology, sociology and political science taught in terms of a history of theories, but the natural scientist himself is beginning to see that one of the best introductions to the appreciation of the nature of a scientific problem is through discovering how it first arose and how it developed through successive attempts to solve it. For the library, this has meant not only an increase in the number of books taking up the genesis and history of university subjects, but it has meant a vast increase of such books as open to the student the sources of yesterday's thinking, even though the conclusions of that thinking be now modified or discarded. When I first heard that there was considerable doubt among biologists with regard to whether one can inherit acquired characteristics, I was distressed. For it seemed to me then that the doctrine was somehow necessary to make human progress pos-

sible. How could the race improve if the hard-won achievements of parents could not be inherited in any measure by their children? Well, since then I have become reconciled to the newer view, principally because I realize that the characteristics most worth acquiring by succeeding generations are handed down to them through books. An Aristotle, a Shakespeare, a Schiller, cannot indeed transmit to offspring their acquired physical characteristics: but they can do what is of much more importance to the progress of the race,—they can hand down to succeeding generations forever the characteristics which they value most and which mankind cherishes most,—their ideals and all the spiritual achievements wrought in the masterful pursuit of them.

It is well for our American democracy that we are thus gaining an evaluation of the present through a perspective of the past. For it is one of the subtle dangers of our forward-looking democracy that it shall lightly and even rebelliously isolate itself from the past and thus fail truly to appreciate the real problems of the present and the responsibilities of the future. Let us hope that the new and wide-spread study of the great problems through their genesis will mean a new historic consciousness which will give us that logic of history fundamentally required by democracy's tasks.

But the library of the modern university has not grown only in terms of these vital changes in education: it must grow to be a still more important factor in university life because of needs of reforms in our system of education,—needs which are now beginning to be felt very keenly by all who have the welfare of higher education at heart. We are beginning to see that while our students can do what they are told to do fairly well, they lack what it is one of the chief functions of education to induce, an initiative which impels them to look beyond the text book and the lecture for the mastery of a field. It is not merely or chiefly the performance of the task set by the

teacher that counts as genuine education: but the creation of desires which shall become at length spontaneous and which shall express themselves in supplementary reading and research arising from a genuine devotion to a subject. This sort of initiative is now so rare among students in our American universities that I well remember the surprise I felt a few years ago when, in a certain class in elementary psychology, a student actually volunteered information upon the lesson of the day, derived from the voluntary reading of an unassigned text! It is the function of the library to invite this sort of initiative. And it is the business of the instructor so to articulate teaching with library research that the student will utilize its manifold opportunities without specific direction and as a matter of course. I am persuaded that the chief reason for the lack of this sort of initiative rests not so much with the student as with the instructor, who should create so conscious a relation between his courses and the library that the pertinent books shall be easily accessible and the pedagogical inducements to use them compelling.

Another great need in present day education is the organizing by the student of his separate courses into some semblance of a connected curriculum. The variety of courses in the modern university, together with the freedom of the elective system, has too much tended to make a student's education a mere atomistic aggregate of discrete courses rather than a rational whole. Even where the student pursues subjects more or less related, as required by the majoring and minoring systems of most American universities, they do not really articulate these subjects so successfully as they should. Here, again, we educators ourselves are largely responsible. In most of our universities there is no machinery by which a student is required to think of his various studies in terms of an organized mastery of them, except, possibly, in the vocational schools. In these, the incentive is obvious: but

where is there such an incentive in what is usually known as the College of Liberal Arts? Too often the student is led, at the conclusion of a course, through our lack of curriculum-thinking to throw away his note-books, sell his text, and exclaim with triumph, "Thank God, I'm through with that!" And the worst of it is he is through with it, as it is through with him.

This ideal of organization in the student's education cannot be achieved successfully unless the student has learned to fill in the gaps between his separate courses by a judicious use of the university library. The student should be encouraged in some way or other so to organize his work that he shall perforce read, as generously as his time will permit, unassigned books that will aid him to gain a total survey of the field of his major studies. Once more, this means a more conscious relation to the functions of the university library than the average instructor has yet attained.

Closely related to the obvious need of initiative and organization in the modern student's work is the need of so regarding his education that many of the studies begun in college shall be continued beyond commencement day. How common it is to find that the American student, after graduation, has forever laid aside vital interests awakened during his college course! All of us have known of students—indeed, most of us would probably find ourselves among the number—who have gained, say, a good reading knowledge of Greek or Latin literature, or a quite respectable mastery of the fundamental problems of economics or philosophy, but who have never seriously read a single book in these subjects after the benediction at the Commencement exercises. Can university education be truly said to be a success under such circumstances? Now, of course, it would be fatuous to say that the university library has the responsibility of curing such a fundamental defect in the spirit of our educational process. Yet, one can say with truth that if the student, during his college course, learns to read for himself out-

side of the routine requirements of the class room, he will be more likely, through the acquirement of such a habit, to continue such reading when his college days are over. Such habits should be fostered or our higher education is largely in vain. Again, this means a much closer relation to the university library on the part of both student and instructor.

But nothing of all this can be rightly achieved by cut-and-dried methods of pedagogy or by the machinery of rules passed by faculties or enjoined by the policies of administrators. I have seen faculties of large universities become so engrossed in the making of rules that the larger purposes and aims of education were lost in the clamorous click of the machinery of methods which have lost the life of the very ideals which they were genuinely meant to serve. It has even come to pass that often "mere ideals" are sneered at as so impalpable and indefinite that it is hardly worth while for a faculty to discuss them, in comparison with amendments to by-laws and modifications of grading systems, valuable as such considerations are. And yet, in the last resort, indeed, in the first resort, all education worth while is through the contagion of virile, ever conscious, and growing pervasive ideals. All the needs that I have mentioned—initiative, organization, continuity—are possible only through the contagion of *constructive ideals*, communicated by instructors to students and by students to each other. Such conscious educational ideals comprise the only true college "spirit." I cannot teach philosophy successfully merely by compelling the student to become erudite in the great philosophic systems of history. These systems, to be understood from within—that is, vitally—must be taught in terms of the living ideal, which the student shall adopt as his very own, of the glory and the worth of what it is to be a philosopher. One cannot teach English composition merely through enjoining the rules of grammar and of rhetoric; indeed, it is a human impossibility to teach mere grammar and rhetoric to any

student who is worth while. Nobody cares anything about mere grammar and rhetoric, unless he be an undesirable pedant and so a still more undesirable citizen. No: the only way successfully to teach the writing of English is to create in the student a genuine love for the great masterpieces of English literature: so that, by contagion of these masters, he shall long to express himself in language as near worthy of them as his ability can achieve. This, of course, will mean that he will study grammar and rhetoric: but grammar and rhetoric will be infused with life and meaning,—transfigured from the dead, inert and burdensome baggage of a persecuted wanderer in the valley of the shadow to the means of a spirit finding its utterance and so finding itself.

Now, where shall the student find the contagion of such ideals? First of all he must find them in his instructor,—they must be found there, or education is a mockery. Then, through the inspiration of his instructor, he shall find the contagion of such ideals through communion with the great masters of thought who perpetually dwell within the walls of the university library. This is not merely a Place of Books: it is a Place of Visions. Here, shall the student learn to know the masters face to face and soul to soul,—to see them and feel them as concrete, pulsating lives which shall give new significance to the difficulty of every task and the forbidding hardness of every climb toward knowledge.

Thus it is that the normal growth of the modern university, as well as the growth that is to be, through the fulfillment of new deeds and of new ideals, have made the library not a mere adjunct but an integral and vital part of the process of education. The library of the modern university is not a mere department of the university, but it is the synthesis of all departments. Within these walls is housed the university's perpetual faculty, the masters of the sciences and humanities of all ages,—the faculty to which we whose names appear in the annual catalogs are but assistants.

Who comprise the real faculty of the University of Missouri? Homer, Plato, Aristotle, Vergil, Dante, Bacon, Goethe, Von Humboldt, Shakespeare, Wordsworth, Darwin,—and the remainder of the host of the “masters of those who know.” Here is a faculty forever accessible to students, winter and summer. Here is to be found the true and perpetual exchange of professors: all countries and all times, from the first university to the last, have sent them here. Here is a faculty that ask no raise in salary; receive no harassing “calls”; who worry not over graduating systems,—happy immortals they! Here are the true teachers: for they give nothing save as the student gives of his diligence and his ideals. Here, culture knows no national boundaries, no casts, no clans. Here is the beginning of that new internationalism to which a world in conflict shall come at last. Here is the great world-parliament, of which the dreamers have prophesied. Here is democracy triumphant: for here is gathered the world’s best society, with no qualifications for entrance save the ability and purpose of those who aspire to it. Justin Winsor once suggested that “had we instruments delicate enough to register them we might yet hear the foot-falls of Plato walking in the Academy; the denunciation of Brutus on the Rostrum; the prayer of Columbus at San Salvador; the periods of Garrick at Drury Lane; the calm judgments of Washington in the Federal convention.” But, wonderful as such records would be, the library is stored with records infinitely more significant than these merely outward expressions of the human spirit. We cannot hear the foot-falls of Plato: but we can read his innermost thought in his printed dialogues. We cannot listen to the denunciation of Brutus: but we can read his meaning in the unfolding drama of Rome’s story. We cannot thrill with the periods of Garrick at Drury Lane: but the race can forever marvel over the lines that made Garrick great. We cannot listen to Washington in the Federal convention: but the thoughts he uttered, the ideals he formulated, are here, for-

ever accessible to those who, as future citizens, will incorporate the best of his dream into the building of the mightier state.

It will come to pass that a great university will increasingly be judged by the nature and use of its library. Not by the number of its volumes; not by the magnificence of its building: but by the books of power which it houses and by the manner in which the faculty encourages their abundant and judicious use. We intend this library to develop in such significant ways that it shall serve to invite scholars here and to draw serious minded students here. We intend this library to fulfill the paramount purpose of a great university library: the double purpose of exact scholarship and creative research,—the research that finds truth,—and the still greater research that leads the student to find himself.

In the most significant sense of all, a university library is always incomplete. It is a suggestion of the future even more than a record of the past. The best books are yet to be written; and what books these shall be depends to some extent upon the sort of thinkers this University creates through just such opportunities as this building presents,—thinkers to some of whom we shall look to take their rightful places beside the masters who dwell within this House of Books.

Now when Haiti is again in the public eye and there is a chance that United States may intervene to restore order, it is interesting to recall that one hundred and twenty-six years ago this country was the gem of the West Indies with a white population of nearly 40,000. Sixteen years later, the last white man had been hunted down and killed by the black slaves, and Haiti, or French San Domingo, had relapsed into savagery from which it has never emerged. The story of this strange and tragic episode has been told for the first time in English by T. Lothrop Stoddard, son of the famous lecturer, in his recently published “French Revolution in San Domingo.”

'Twixt Library and Museum

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Boundary regions are always interesting. Close to the line separating two regions of fact or of thought cluster the examples that fascinate us. This is true especially of the library and the museum. It is my belief that either is justified in overstepping the boundary that divides the two, whenever such an act supplies an omission and does not duplicate. In other words, there is a boundary region between library and museum that may be occupied by either, but should not be occupied by both.

I shall try briefly to define this region and indicate how the library may occupy parts of it without legitimate criticism when the necessity arises.

Descriptive and illustrative material is to be found in both library and museum. Speaking generally, the former is of primary importance in the library and the latter in the museum. Many books consist of descriptive text alone, without pictures or diagrams, and on the other hand a museum might contain specimens without labels, although they would not be of much use. In general, text with illustrations belongs in a library and specimens with labels in a museum. The mere statement of the distinction as it has just been given, however, shows that it may be very difficult to draw a line between the two kinds of collections. A museum has been defined as "a collection of good labels accompanied by illustrative specimens." Here the value of the descriptive text is emphasized, even in the museum collection. When descriptive treatises are shelved in connection with the specimens, as in some modern museums, we have an expansion of the label into the book; and the museum, in this one particular at least, crosses the dividing line between it and the library. No one would blame it for so doing.

Similarly the library may occasionally cross the line in the other direction without incurring blame. Let me

repeat that both library and museum may contain descriptive and explanatory text and illustrative material. In the museum the text is usually in the form of labels, attached to the specimens, and there are generally material objects. In the library the text is in book form and the "specimens," if we may so call them, are plates bound into the book.

The first step taken by the library toward the line that separates it from the museum is when the plates, instead of being bound into a book, are kept separately in a portfolio, the accompanying text, corresponding to the "labels" of museum collections, may be on the same sheet as the plates (often on the reverse side) or on separate sheets, which may be bound into a book even when the plates are separate.

Separate plates are very convenient, both for reference use and for exhibition. They are, of course, more easily lost or stolen. The value of exhibitions of plates is so highly estimated by some librarians that they are breaking up valuable volumes so that the plates may be used separately. This is a second step toward the museum use of the library. I have heard a well-known librarian assert that if permitted by his Board he would dismember every art book in his library, in this way. Most of us, especially if we are interested in the exhibition side of library work—which is distinctly a museum side—will be inclined to sympathize with him.

Another, and I should call it a still further, step toward the museum region, is taken when we deliberately create specimens by clipping and mounting. Most libraries are now doing this freely, both for reference work and for circulation. In many cases there are no separate labels here except a brief descriptive title, the material being classified according to its subject or its intended use. The similarity to the school museum or circulating museum—a very recent development of museum work—is striking. In

this field the library has been ahead of the regular museums. The material clipped and mounted is usually book material—largely plates from books, magazines or papers. There is much other material that can be so mounted and used. The similarity of collection, treatment and use may be so close that the passage here from the picture to the object seems almost negligible; yet many persons apparently consider that here we must draw the definite boundary line between the collections of the library and those of the museum. They would say for instance that it is perfectly legitimate for a library to acquire, preserve and use a plate bearing a printed fac-simile in natural colors, of a piece of textile goods but not a card mount bearing an actual piece of the same goods, although the two were so similar in appearance that at a little distance it would be impossible to tell the colored print from the actual piece of textile. Librarians will not be apt to attach much importance to this distinction, and those whose collections include treatises on textiles with colored plates will not hesitate to supplement them with mounted specimens of the actual textile with typewritten descriptions. Generally manufacturers are only too happy to furnish samples of their current output, and older specimens, sometimes of historical interest, can be bought from dealers. The peculiar adaptability of this kind of material to library use is a physical one, and is shared by every flat specimen that may be mounted on sheets. Instances will occur to every one. An actual flower or leaf, for example, is generally cheaper than a color production of it, and takes up little more room when mounted. A good descriptive botany with inadequate pictures may well be supplemented by a herbarium of this kind. Historical material is quite generally flat—often written or printed on card or paper—old programs, menus, railroad tickets, dance-cards, timetables, cards of admission, souvenirs of all kinds. This kind of material, often collected in scrap books,

is better mounted on separate sheets, which may be kept together in binders on the loose-leaf system if desired. One of the most interesting exhibitions I ever saw was of foreign railway material—timetables, tickets, dining-car menus, etc. Many Chinese and Japanese specimens were included. A treatise on forms of railway tickets, with fac-simile illustrations, would be eagerly sought by libraries; why should not the objects themselves be equally valuable? Librarians were glad to have Miss Kate Sanborn's book on old wall papers, with its realistic reproductions, but how many of them thought of the possibility of making their own books of specimens, using the papers themselves, instead of photographic facsimiles thereof?

Another point of resemblance between this kind of library material and that utilized by museums is the fact that its value is so often a group-value—possessed by the combination of objects of a certain kind, rather than by any one in itself. For instance, a common earthenware jar designed by John Jones in the Trenton potteries may have little value, but if you add to it a thousand other earthenware jars, or a thousand pieces of any kind designed by John Jones, or a thousand other specimens made in Trenton, the collection acquires a value which far exceeds the average value of its elements multiplied by thousands. The former may be five cents—the latter five thousand dollars. In the same way an illustration by Mary Smith, clipped from a trashy story in a ten-cent magazine, has little value—zero value, perhaps. But a thousand such illustrations showing the published work of Mary Smith from the time she began until she acquired standing as an illustrator, is worth while.

It should not be necessary to tell librarians that the best way to make such a collection as this is not to search for each element by itself but to gather miscellaneous related material in quantity and then sort it. If you have a pile of slips to alphabetize, you do not go

through the whole mass to pick out the A's, and then again for the B's, and so on. You sort the whole mass at once, so that while you are segregating the A's you are at the same time collecting the B's and all the rest of the alphabet. Likewise, if you want the illustration work of Jessie Wilcox Smith, for instance, you need not hunt separately for bits from her pen; you need only clip all the illustrations from magazines and papers that would be otherwise discarded. Then you sort these by the names of the illustrators, and you have at once collections not only of Miss Smith's current work but of that of dozens of other illustrators. This is applicable in a hundred other fields.

It has been said above that museum material adaptable to library use is so for physical reasons. We may go further and say that the whole difference between a library and a museum is a physical difference rather than one of either object or method. The difference is one of material and of the manner of its display, and these are conditioned by physical facts. The difference between an object and a picture of it is physical. It should not astonish us, then, that when this physical difference is abolished, as it is when the object itself is a picture, or is minimized, as when the object is flat like the picture and resembles it closely, like a textile specimen, the boundary between the museum and the library practically disappears.

There are people in whom the light of conscience has almost burned out. The moral sense which was purposed to be like a magnificent searchlight has lost its brilliancy and its power to direct the life. There are consciences that merely smoke like a bonfire the morning after a celebration. These people have little or no sense of right. There is no clear flame in their purposes. They move about among men, governed by personal inclination. They are morally erratic, and the only continuity in their conduct is found in the pursuit of their own ends.
—John Henry Jowett.

Making Worth While Boys' Recreational Reading

Franklin K. Mathiews, Chief-Scout librarian, Boy-Scouts of America, New York City

My special interest, just now, is in the adventure story and the other recreational reading interests of the boy in his early teens. At this period boys are likely to read more books than at any other time, some of them reading as many as three or four books a week. What is true for boys is also true for girls, for they have a similar interest in the story of adventure, though at this time boys are not at all interested in the stories of sentiment that girls read so readily.

Here is a hint as to one of the reasons why boys are so much interested in adventure stories, that is, in a story possessing the appeal of action, or "pep," as the boy would say. There are two experiences, common to both sexes just before and during the early teen age, the one of unusual physical growth, and the other of a differentiating of sex. Beyond a doubt, it is this condition of the body that explains in part, at least, both boys and girls' interest in the story of action. Now "stirs the blood to bubble in the veins," and it is this exhilaration within the muscular and nervous system that excites the average boy's or girl's interest in a story in which there is "something doing" all the time.

Some day a very careful study will be made to discover just how far the adventure type of story serves as a prophylactic for the adolescent at the critical time when youth needs to be safe-guarded at every turn. Meanwhile, it is safe to propose that careful consideration be given to this suggestion and that, just as far as possible, boys and girls be guided and directed in their choice of books at this time.

Moreover, it is these experiences of the body that give a physical basis for the rise and growth of the imagination, making necessary proper exercise for its wholesome development. In a word, what the paraphernalia of a gymnasium

are to the body, books are at this time to the imagination—the means by which, through exercise, it finds adequate expression. Right here, it is important for us to notice that the test as to the worthwhileness of these adventure stories is not as to whether they teach morality, but as to whether like gymnasium equipment, they are of the best sort for the purpose intended. That the adventure story is of the real service in the boy's character development, there can be no doubt, but at the moment let us think alone as to the importance of the story in providing a kind of mental gymnastic paraphernalia for the exercise of his imagination and emotional nature.

Unfortunately, we usually associate the uses of the imagination with that other-worldliness which leads away from the day's work and the worship of the "God of things as they are." We are a practical people and demand the kind of education which reaps rich reward in the market place. But is it not true that imagination awakened and well-developed does for us that very thing? What are some of the supreme qualities that distinguish successful men? May we not count the chiefest among them initiative and resourcefulness; and whence come these except as men possess creative and constructive imagination?

So may it not be true that when boys are reading their story of adventure, if it only be of the right sort, that this is what is taking place? The greatest possible service education can render is to train the boy to grasp and master new situations as they constantly present themselves to him; and what helps more to make such adjustment than a lively imagination; and what are the best stories of adventure but the records of resourcefulness in the face of what seems to be insuperable difficulty? It is this element in "Robinson Crusoe," "Swiss Family Robinson," "Masterman Ready," and similar tales, that make them fresh reading for every generation.

"Fresh reading for every genera-

tion," for there is a time, the period of the early teens, that nature has set for the development of personal initiative and self-reliance. Heretofore, the child has been largely influenced by what the educator calls "the race mind." But now the break comes, it is nature's purpose to make something new, something better. Says Professor Edward St. John in his "Stories and story telling": "It is now that he needs the exceptional and the sensational to spur him on to do deeds that have never yet been done. Nature now seeks to stir in every one the impulse to rise above the common level and do surpassing things. Hence the impossible hero does not repel and may have a real pedagogical value."

Is it too much to conclude, then, that when boys read stories of adventure of the right kind, that these books will stimulate such initiative, awaken such resourcefulness as will aid the boy to change capacity into capability and so vocationally help him to find himself? Not that the tale of adventure alone will do this, but rightly, purposefully used, it is sure to do its share.

In their recreational reading, boys find delight in books other than the tales of pure adventure. Increasingly, they are interested in what may be termed "The What and How to Do Books," that is, books on handicraft, machinery and applied electricity. The relation between the story of adventure and "The What and How to Do Book" is most intimate—through these creative imagination aroused, seeks to express itself, following the natural law, first impression, then expression.

Not long since, I came upon a very striking illustration of this connection between these two types of books. I found in a newspaper and magazine shop a man who had observed this same relation. In the center of the store he had arranged a table, on one side of which were the nickel thrillers, and on the other side, what he called his sentimental "slush-trough." To fill in the rest of the table, he had placed immediately in front such magazines as

Popular Mechanics and *Popular Electricity*. He said that watching this table, he had discovered that while it was usual for boys to read first the "nickels" and then dip into the "slush," in many instances, the brighter boys turned very quickly from the nickels to read *Popular Mechanics*, etc. And I am told upon very good authority that the publishers of the nickel novels count such magazines their biggest competitors.

Here is a hint as to how to help solve the problem of boys reading too many stories, a common claim made by those who have to do with the directing of their reading. Boys should be given opportunity to read the very best stories, but equal opportunity should be presented for them to secure those books which will make it possible for them to express themselves wholesomely and practically through some work of their hands.

The temptation is for boys to indulge themselves in the reading of stories simply to satisfy their craving for excitement. A legitimate desire, and one that should be satisfied, but it is for leadership to see that something better and more permanent than mere feeling results from the experience.

For we have now not only the awakening imagination to assist us, but it is just at this time that the instinct for construction or destruction is strongest, and it is a matter of supreme importance that ample means be supplied the boy to assist him in the proper expression of himself. Not that he ever will become a mechanic, but in this period of mental and physical readjustment, he should develop skill in the mastery of his fingers and through exercise build up a system of well-coordinated muscles.

Only recently we have learned how to mend morals by making muscles. In reform schools, manual training is working many miracles in the transformation of boys' characters. And we are latterly learning that what has such merit for the bad boy is of equal worth for the good one. He, too, may be as

profoundly influenced through the work of his hands; he, too, may learn through his "hobbies" the power of application, neatness, initiative, resourcefulness, carefulness, honesty and many more of the elemental moral qualities.

Again, as we study boys' recreational reading, we discover that when, with insatiable appetite he is demanding a story, there is developing in the boy a hunger for facts, a thirst for knowledge. In guiding the boys' reading we must, therefore, keep constantly before us this two-fold need of the boys' developing mind—that it needs just as much fact as fiction; and moreover, that in his fiction, in his adventure tales, we should give him only such as represent facts in the form of fiction, not those that represent fiction as fact.

The boy of today is being deluged with a flood of cheap, story books that are as destructive of things precious as a Johnstown flood, the menacing element of all these stories being their gross exaggeration. That is the best story for boys which in every sense is most true to life and human nature. But in almost all of this "mile-a-minute fiction" some inflammable tale of improbable adventure is told. Boys ride on aeroplanes as easily as though on bicycles; criminals are captured by them with a facility that matches the ability of Sherlock Holmes; and when it comes to getting on in the world, the cleverness of these hustling boys is comparable only to those captains of industry and Napoleons of finance who have made millions in a minute. Insuperable difficulties and crushing circumstances are as easily overcome and conquered as in fairy tales. Indeed, no popular character of history or legend or mythological story was ever more wise, more brave, more resourceful, than some of these up-to-the-minute boy heroes are made to appear in the Sunday supplement juvenile stories.

In my judgment, such books debauch and vitiate the imagination as the body is debauched and vitiated by strong drink. A mother writes me recently: "My son has just obtained a book 'Boy-

Scouts of the air at Eagle Camp' which is very much in demand by the boys here. This is a story of refugees, smugglers and rewarded captures, all improbable adventures, and altogether too exciting for children at any age." Another mother writes: "So many books are loaned to our boys, full of excitement, but absolutely lacking in anything that calls out the nobility and manliness that is so ready and waiting to be awakened in every boy."

To negative the influence of any or all such modern thrillers boys may read, and to help conserve the good results of the story books that develop in the boy the creative imagination, we should constantly arrest his attention with those books of information that will familiarize him with things as they actually are.

Such books to delight the boy must be more than a wooden digest of facts. He will read even that occasionally, but what moves him mightily, captures his mind completely, is narrative or description in which facts are as much alive as his red-blooded heroes. Here is a fine field for the most gifted writers—the prospect of making facts appear to the boy as fascinating as fiction; the possibility of fitting fact and fancy so well together that the fact, heightened and colored is made for the boy mind tasteful, appetizing as a good meal, and as satisfying to his hunger for knowledge.

In order that boys might derive from their recreational reading the benefits suggested above, I would propose that whenever a collection of books is made for boys, that these three chief reading interests, with their relations be borne in mind. One way to do this would be to assemble, say one hundred such books, placing them all together, perhaps naming them, Books Boys Like Best. Such an arrangement would have the decided advantage of keeping constantly before boys all three types of these books. A very important matter indeed, for it is almost absolutely essential that if a boy is to secure the best values for his reading, it will be

only as he has the benefit of all three kinds of books. On the one hand, the stories awaken and develop his imagination and on the other, The What and How to Do Books make possible a wholesome and practical expression, while the books of fact and information serve to modify imagination by always reminding a boy that he is living in a world not of fiction, but of hard and stubborn reality.

A Community Library

Mary Kendrick Norton, librarian, Proctor free library, Proctor, Vermont

Just what should a library do for its community to merit the name "Community library?" It should interest its patrons in the best of its stores of literature; it should be on the alert to impart to all a knowledge of and sympathy with the doings of the world at large, and to complement in every way possible all efforts for the uplift of mankind; it should inspire its community individually with a desire for higher and nobler living and it should unite all its townspeople in a strong bond of brotherhood. This ideal of the duties and responsibilities of a library is the outgrowth of the experiences of fifteen years of library service. The object of this paper is to show that development along these lines is not only possible but is consistent with the dignity of the work.

Proctor is a place of about 3000 inhabitants, quite a proportion of which are foreigners. Fifteen years ago the library was a subscription library, having a membership of less than one hundred and a yearly circulation of between five and six thousand. A few years later it became free and the circulation increased to about ten thousand. From the first the trustees have been ready to further any project that promised to extend its influence and to their wise suggestions and hearty co-operation is due largely any success that has attended the work.

For some time a comparatively small proportion of the people ever came to the library, and as it had upon its

shelves some 5000 well selected books and on its reading table many fine periodicals it seemed a pity that so much perfectly good reading matter should not be more widely enjoyed. And the chief reason for this neglect was that few knew of the real worth of the books and periodicals at their disposal.

In the desire to bring the treasures of the library before the people, an effort was first made to reach the children. A children's department was arranged in a small alcove and the children's interest was gained by assisting them to give an entertainment for the benefit of their department. This entertainment consisted of two short plays—"The Little Women play," given by the older children and "The doll's hospital," given by the wee folks. With some of the money thus obtained a story afternoon by Sara Cone Bryant was made possible. Her wonderful personality together with her inspiring stories charmed both old and young.

Special attention was shown the teachers of the public schools in the thought that they being interested would in turn pass it on to their pupils by sending them to the library and also by realizing themselves the many helps within their reach. One method tried was to open the library on a certain Saturday morning each month specially for the teachers. They were invited to come at that time to consult with the librarian, to look over books, or to make any arrangement for school work that might seem promising. At the beginning of the school year, the library officials gave an informal reception to the teachers. This was an opportunity to welcome any new teachers and to make all feel that those connected with the library were interested in them and in their work. At these gatherings a talk was given on the inter-relation of school and library. Two years these talks were given by the presidents of the State library association, one year by the town superintendent of schools who was also a member of the library board.

The first direct effort to gain the attention of the general public was a New Year's opening, with a book and picture exhibit. During the afternoon and evening light refreshments were served. New books were arranged on small tables in various parts of the room, while on the walls was hung a fine collection of photos of the chateau country of France. A library friend who has at different times spent much time in France, gave a graphic description of many of the chateaux and told of her experiences while in that country. The photos were loaned by Forbes library and, during the week that they were on exhibition, were enjoyed by a large number of people, including many children.

Another effort along similar lines was an afternoon tea, with an informal talk by an out of town speaker. Tea was served on little tables; each woman in charge of a table was prepared to serve from four to six, bringing refreshments, silver and dishes for that number.

Then there were social evenings for people of different nationalities, a Swedish, an Italian and an Hungarian evening. Thus the library people had an opportunity to become acquainted with them and it served as an opportunity to introduce them to the library. Until the past two years the library was open but three days each week and these social affairs were held on alternate days.

As the town had no local paper and as news publicity is an important factor in reaching the public, it seemed best to publish a small bulletin outlining the work for the year. This proved a great success and for four years has been a noteworthy feature in arousing and maintaining an interest. At present, two are issued yearly, but beginning this fall a number will be forthcoming every other month from September to May.

Four years ago the Study club, of which the librarian is a member, decided to devote a season to book reviews and discussions of certain phases

of library work. Seven talks were given during the season on the following subjects: "Libraries, past and present," "General classification of books," "What a library means in a community," "How the women of the town may help the library," "Some thoughts on book selection," "Children's books and children's reading," and "Suggestions on cultivating a taste in reading." One of these talks was given by a member of the State library commission and the others were given by the librarian. Book reviews were given at each meeting by members of the club. At the close of the season all members expressed a willingness, each according to her ability, to supplement the work of the librarian. Accordingly the following year one member took the entire charge of the story hour; another, specially well fitted for the work, gave six talks, each followed by discussions, on home sanitation; while a third gave a series of reviews, not of new books but of those that had lived long enough to prove their worth. The other members were ready to assist whenever called upon. To this move may be traced the beginning of a marked interest in the library as a social and literary center.

At this critical time came the announcement of the gift of a new library home. This was most opportune, as further growth in the old building was well nigh impossible. This new building, with its simple, pleasing exterior and beautifully harmonious interior, had in addition to the reading rooms, research room and office, a room to be used for story hour, afternoon tea and other social gatherings. Connected with this room was a kitchen containing a small range and a sink. Another gift of attractive silver and dishes completed a fine equipment for social work.

The library was now open each week day, the bulletin was enlarged and an interesting all around program was outlined for the first year. Wednesday of each week was Library day. On the first Wednesday tea was served and a literary program carried out; on the

evening of the second Wednesday there was a book review; the third Wednesday evening was devoted to discussions of problems relating to the home. Such has been the general plan of Library day for the past two years. Among the programs given at the teas have been—a travel talk on a trip abroad, a talk on "The enlargement of life through the handicrafts," Red Cross work, including lives of Florence Nightingale and Clara Barton, and current topics, while one afternoon picture books were made for the hospital and library. Some of the books reviewed were—"The autobiography of Henry M. Stanley," "South America," by James Bryce, and "Romance of modern manufactures" by C. W. Gibson, also there were general reviews of Shakespeare and his works and of Henry Van Dyke and his writings. Home problems discussed were the lighting, heating, cleaning and ventilating of houses; the care, discipline and education of children; and household expenditures. There were also talks on the present condition of several of the war countries, and an illustrated talk on "A new route across the Canadian Rockies."

Each year the educational committee has arranged for one first-class entertainment. Last year it was an illustrated talk by Ernest Thompson-Seton; this year the Ben Greet players presented "As you like it." Before a year had passed, the room for social gatherings was entirely outgrown and the same friend who so generously gave the building made possible the enlarging of the room, converting it into a commodious hall.

The social work outlined in the last bulletin included two new projects. One was the formation of a young woman's reading club, the thought underlying the movement being to aid the busy woman to do a little systematic reading. The books selected for reading are published in Everyman's library so that each one may own a copy at minimum expense. The club has some 30 members and the monthly

meetings are well attended. The other scheme proposed was a library social club, the object being to foster the spirit of social unity throughout the community. Any woman may become a member who is willing to entertain with a literary or musical program either at her home or at the library a party of 10 or more at least once during the year. There have been during the past three months over 20 of these gatherings and because of the urgent appeal for Red Cross supplies, at many of the parties Red Cross work with a brief program on conditions in war countries has been in order.

Just a word may be in order as regards the library as a social center. Social life under suitable conditions and right environment is essential to an all around development, and as education is the primary function of the library then does not the library that fails to stand for the highest good to the largest number fail, partly at least, in its mission? Although in this library the main issue is not to increase the circulation, the fact remains that the circulation steadily increases month by month. The gain during the past year was nearly 6000 with fifty-seven per cent fiction, ten per cent less than last year. Let us as librarians remember that it is not so much the number of books read that signifies as the character; neither does the character signify unless the thoughts expressed become one's own by enlarging the capabilities and deepening the insight.

This is a summary of what has been accomplished in the development of a community library. One secret of the success of the work here has been the practice of asking as many as possible to assist in some way, either in giving a talk, writing a paper, reading some selection or serving refreshments, and the whole souled way in which every one has responded has made the librarian's task a pleasure. This response has been in a large measure due to the fact that the people of the town who are most influential both in character

and attainment represent high ideals, and throughout the community to their ideals may be traced the spirit of devotion to any cause that tends to uplift.

The work that has proved a success in this library might not be the best thing to attempt in another place, but the principles that underlie the method cannot fail to be of worth. First, the conditions of the library and its relation to the community in which it is located should be carefully considered and in consultation with those most interested in the welfare of both, a plan that seems best fitted to meet the situation should be formulated. This plan should be carried out as successfully as possible, always with a receptive mind, for gradually as the work progresses new ideas will appear which in turn should be developed. Be always optimistic, even if there is little to encourage, for optimism and well directed energy simply cannot fail to make good in any enterprise.

Coöperation of Library and Forest Service

DEAR PUBLIC LIBRARIES:

I noticed in the last PUBLIC LIBRARIES a suggestion that libraries could help in tree preservation by interesting the young people that come to them.

We have had that idea in mind for some time in Portland and just today the morning paper advertises a lecture to be given by a U. S. Forest Service man in one of the branch libraries. The Forest Service has been most generous in coöperating with the library, and this lecture has been given at the Central building and at every branch. The young man illustrates his talks with perfectly delightful pictures and then shows the fascinating accoutrements which charm the most restless boys into absorbed silence. A number of boys are planning to enter the Forest Service. One youth out in Gresham, who has been a cigarette fiend, told the librarian that he would never smoke another cigarette as long as he lived if he thought that thereby he could get into the Forest Service. We are very

sure that this summer there will be few fires started about Portland by careless campers.

Sincerely yours,

MARY FRANCES ISOM.

Portland, Oregon, May 19, 1916.

Use of Library Lecture Rooms

Editor of PUBLIC LIBRARIES:

It would appear from an editorial in your issue of May that the regulations concerning the use of the library lecture rooms are liable to be misunderstood. In the case of the New Bedford library there is absolutely no objection whatever to advertising freely all public lectures and meetings, which form the great majority. It has, however, been found entirely consonant with the use of the room that certain societies which have a restricted membership, but whose aim is along the lines of literary, social, or scientific study should be allowed the use of the room under certain conditions. Such organizations have lecturers from out of the city, or instructors in certain branches, and they pay a nominal sum for janitor service, etc. This involves a subscription. For example, a class in current events was formed during the last winter, and the library hall seemed to be a very convenient place in which to hold their meetings. When, however, through a misunderstanding they advertised that the attendance at these lectures was contingent upon the payment of an admission fee, the trustees felt very strongly that such advertising and charges of admission were contrary to the freedom of access to all such gatherings, as it has been the policy of the library to exclude no one from meetings held in the building. Our policy then, in brief, is that all meetings held in the lecture hall shall be absolutely open to the public. Even when such meetings are held by clubs, or organizations of restricted membership, it is understood by those who use the hall that no one can be denied admittance, and as the rule passed by the trustees reads "No tickets of admission or money shall be taken at the door"; that is, meetings which are

mainly for the advantage of subscribers shall not be advertised in the public press. These regulations are entirely feasible and acceptable to the public, and have caused no unfavorable comment, in fact, there has never been a case where the public has tried to get in where not wanted, nor been excluded from the meetings. The only adverse criticism was a sensational editorial in one of the local papers which picked up the phrase "advertised in the public press," and entirely without justification implied that it was the policy of the library to advocate advertising on billboards, balloons, fliers, and by other sensational methods, rather than through the medium of the daily press, which, of course, was an entirely wrong interpretation of the purpose of the rule.

GEORGE H. TRIPP,

Librarian.

New Bedford, Mass.

A Word to Assistants

When PUBLIC LIBRARIES devoted so much space to library assistants and their ideas in the February issue they must surely have expected replies to some of the things said and may I rise to reply?

First about librarians being underpaid. As far as I have been able to observe they are fully as well paid as teachers and far better than stenographers. I've never seen the "Last-year's-hat-self-trimmed" variety but did know one once whose tan boots were blacked by mistake by the regular bootblack and who was filled with wrath as a result, and as for the gasolined white gloves I've sniffed those on society ladies who never did a tap of work.

A librarian receives what she is worth in most cases unless she has a penurious board or the appropriation is too small. In the first instance if she is worth more than she is getting and the board refuse to raise her salary, the best thing for her to do is to pack her trunk and move right on to a place

where she will be appreciated, and should her low salary be the result of too small an appropriation it's up to her to go to work and prove to the city fathers that the library is worth an increase and she'll get it if she goes at it in the right way. I've been through the campaign with my chief and speak from experience. And here's the first intimation that I belong to that "poor down-trodden underpaid class" called assistants, only I don't class myself with the ones who protested in PUBLIC LIBRARIES as none of those adjectives apply to me. I am an assistant but have no complaints to make and can not understand the state of affairs in the libraries from which the recorded complaints came.

Nothing goes on in our library that isn't freely discussed and I am as welcome to comment and offer suggestions as I would be had I had years of training and experience. In reality I have been in library work but four years with the exception of a little supplying I did before I graduated from high school, enough so that "accession book," "collating," and "cutter numbers" were not strangers to me. In the town and at the time I graduated I think I am safe in saying there were not a dozen people who knew what "Poole's Index" was, and as the intervening time has been spent in pursuits that called for no research work all the library tools were utter strangers to me. They are all old friends now and the "cub librarian" who admits she went through college and then couldn't use the card catalog ought to be ashamed of herself.

And what is the matter with the library that is recataloging old books on uncalled for subjects—published in 1835 when new books are crying "help" from the office shelves. We need recataloging as badly as any library and we are doing it slowly but surely. We work at it at odd times after new books are turned out and reach the people who want and need them. Old books of the 1835 variety we are with-

drawing to make room on our shelves for new, live material.

One more word before closing. If you are not satisfied with your chief or you think you are worth more than you are getting be like "little Joe" and move on, but I very much fear that the ones who protested will find the fault is largely in themselves and the same troubles will loom large in the next position.

A. D. L.

Menominee, Wis.

Authorities Disagree

Editor PUBLIC LIBRARIES:

Can you give space to this letter which may explain and justify "the appearance on library lists" of Dr Tweddell's *A mother's guide; how to take care of the baby*. There are several things to be taken into account before weighing Mr Bowerman's letter.

The criticism in Mr Bowerman's letter was made for the first edition, published 1911. The book is now in its third edition revised and, of course, the page references given do not apply to later editions.

The following criticism is quoted from the letter of Doctor Mendenhall, who has specialized in work for mothers and children, has two children of her own, and is a lecturer on the care of children for the Extension division of Wisconsin State University. She knows conditions of child bearing and rearing both in the cities and country districts and has for years carefully examined and compared all books on the subject which would help her own work and assist mothers in their training for better babies.

I wonder what book Dr Woodward would suggest to take the place of Tweddell in a book list of infant feeding, for if he has found one without errors or containing, in general, sounder teaching, it has escaped my search. His objections in general, seem to me ill-founded.

I cannot find "any exploitation of proprietary medicines and other commercial ventures." Tweddell is a new author, and has not realized that every word in print has to be weighed for every possible application. He makes statements as to superior quality of

Walker-Gordon milk—which may be debatable—but are of little consequence. The third edition recommends fewer articles by trade names than the second edition.

His views on the use of milk for infants are those held by some of our best authorities today. Fresh milk is preferable to pasteurized milk (if it is pure) and Dr Tweddell's statements on this subject are well taken and need the emphasis he gives them. Pasteurization or sterilization are only makeshifts at best, necessary in the city; but a book like Tweddell's goes to every nook and cranny of our rural states and should have a wider application than large city usage.

Tweddell's statements as to the relation of boiled or sterilized milk to rickets and scurvy are those held by the most recent authorities on the subject. See May *Journal of American Medical Association*, article by Funk, or McCollum and Kennedy, *Bio-Chemical Bulletin*, volume XXIV, April, 1916.

I agree with Dr Woodward that there is too much advice in the book in regard to medication, though the alcoholic stimulation he quibbles at would be absolutely harmless. In another part, "Common remedies," I should not agree with the dosage of calomel or the recommendation of an opiate (Brown Mixture) for general use.

On the whole, I find Tweddell the best mother's manual on infant hygiene and feeding published. It has faults and deficiencies, but for the general principles of feeding as well as for accurate directions it is very satisfactory. It is not so much a question which book has faults, all of them have faults, as which book has the soundest treatment of the essentials.

DOROTHY REED MENDENHALL, M. D.

Doctor W. A. Evans, who conducts the "How to keep well" column in the Chicago *Tribune*, also recommends the book as one of the best of its kind.

Experts often disagree and libraries which have recommended Dr Tweddell's book may continue to do so with the assurance that they have the sanction of reliable and experienced medical authority.

MAY MASSEE,
Editor, *A. L. A. Booklist*.

Library Blandishments

We have recently been making some experiments as to how to increase our circulation of non-fiction books and perhaps one of the methods we have found successful may prove so for other librarians.

In January the library purchased two combined book bins and bulletin

boards. In each of the bins which are double faced we place groups of books such as the following: 1) rent collection 2) special displays of books of current interest as, gardening, business efficiency (on display for two weeks) 3) "fiction and other interesting books."

The last named group is the one in which I take special interest; the "other interesting books" are generally biographies. The books are spread out in the bin so that the full cover shows and each fiction book is alternated with some interesting biography.

Each morning I personally select from 35 to 50 books of non-fiction to use as ammunition for the day's campaign. Five or six times during the day I scatter these through the fiction in small enough numbers to prevent detection. If a book does not go out within 2 days I replace it with one more interesting. It is especially interesting to note that an average daily biographical circulation of 8 to 10 books has increased to 20, 30 and as high as 50 books a day.

We have found that biography is the best kind of non-fiction to group with fiction because of its human interest. The lives of men and women who have fought their way through adversity and discouragement to success seem to be most popular—Helen Keller, etc.

This month we have displayed books on South America with the result that about 75 books on that subject have been in continuous circulation and the public is also developing enthusiasm for the magazine *South America* and for the *Pan-American Bulletin*. E.
Public library, San Diego, Cal.

More by 600,000!

EDITOR PUBLIC LIBRARIES:

Please add 600,000 to the circulation reported for the Rochester public library p. 245 of the May PUBLIC LIBRARIES. The report gives 33,812. It should be 633,812. We think this record pretty good for our third year and we are too proud not to protest against the omission of a single figure.

WILLIAM F. YUST, Librarian.

Public Libraries

MONTHLY - EXCEPT AUGUST AND SEPTEMBER

Library Bureau - - - - - Publishers

M. E. AHERN - - - - - Editor

Subscription - - - - - \$2 a year

Five copies to one library - - \$8 a year

Single number - - - - - 25 cents

Foreign subscriptions - - - \$2.25 a year

Entered as second-class matter May 17, 1896, at the Post office at Chicago, Ill., under act of March 3, 1897.

By the rules of the banks of Chicago an Exchange charge of 10 cents is made on all out-of-town checks for \$10 and under. In remitting subscriptions, therefore, checks on New York or Chicago banks or post-office money orders should be sent.

When a change of address is ordered, both the new and the old address must be given. The notice should be sent two weeks before the change is to take effect.

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Copies failing to reach subscribers, through loss in the mails, will be duplicated without charge if request to do so is received within 30 days after publication. Later than that duplicate copies can be supplied only at regular rates.

Publicity?—One of the finest bits of library publicity work that has been done for a long time, is that so ably put through by Mr Dana of Newark, growing out of the recent convention of Associated Advertising Clubs of the World.

Mr Dana was made chairman of the Committee on libraries which is a sub-committee of the National educational committee. He immediately started an active campaign to introduce these two forces to each other. In this position, he probably was able, more than anyone else, to make the work effective, both for the advertising clubs and for the public libraries of the country.

The amount of literature which has been sent out and the notices which have been printed of the activity of the Committee on libraries would indicate that the advertising men also had been pretty much alive to the advan-

tage of Mr Dana's plan for using the library effectively in the work which they, as advertising men, were trying to do.

A circular letter, sent out by Mr. Dana to 1,000 libraries calling their attention to the work of the Associated Advertising Clubs of the World with its membership of 14,000 and other important avenues for coming near to those for whom the library is intended, brought answers from not quite 100 librarians and many of them were only in acknowledgment of the letter. It hardly seems possible after what has been said about publicity that only one library in 10 in the country, of 5,000 or more books, has an interest in the subject of "Books for business men." Perhaps the situation does mean just this, and that all this campaign for greater publicity for the public library as an active agent in the affairs of a community if not "sound and fury," is to be love's labor lost!

At any rate it seems a pity that more librarians did not hitch their libraries and the attendant activities and needs to the active forces which were generated by this magnificent, live work of Mr Dana, associated with the other members of the Associated Advertising Clubs of the World. These people are in earnest in what they are doing and, therefore, are bound to get information to carry on their work. The library which did not recognize its duty in the matter by joining forces and intentionally putting printed material in the service of those earnest advertising clubs may be doing other kinds of work that are very valuable, but they are certainly leaving undone here something that has a legitimate and very earnest claim on their service.

A poor rich town—A recent but long delayed report of a nearby public library makes a poor showing in recognition of library service.

The story of the library's work is one of make-shift to meet demands and a tale of poverty that is unjustifiable. One may ask if there is not room for severe criticism on the administration of the library that permitted the time to come in a town with the wealth that belongs to Ex-ville, when only \$9,000 a year was appropriated to conduct the \$130,000 plant, regardless of what the conditions might have been. It could not do less than work an injustice both toward the public and the library staff.

The staff works 12 hours a day during all working days besides keeping the reading and reference rooms open 40 holidays, part of the day. Even with the recent law which permits a two-mill tax for the library, the community spirit in Ex-ville represented in the Library Board allows for these workers, who go far beyond any fair day's labor for the public, no material advancement in salary. At the annual Board meeting recently held, in the case of one of the advanced members of the staff, an increase of less than \$3 a month was made in a salary that was already pitifully small and to another person of almost equal authority and small wage, an advancement of less than \$4 was made. Certainly something is lacking in community spirit even in a town that calls itself an educational center where the public will permit a situation of that kind in the development of its most far-reaching educational institution. The harm does not confine itself to Ex-ville since other towns looking for example, have a right to expect to find a better

condition of library affairs there than exist.

In France—An interesting condition of affairs under the circumstance is presented in France. In the past year or a little longer, everywhere there is being fostered and built up as far as can be done under the terrible strain that bears so heavily on that distressful country, an interest in and a consequent growth of the things of the spirit. Librarians may take note of these things in so far as they touch the world of books.

One of the few good things which have come out of the horrible war is the widespread breaking down in the countries of the Allies, at least, of the lines of class. How far this is true in the land of the Teutons there is no way of knowing at this time. But there is a growth of belief in common humanity in France particularly that is most heartening to true democracy everywhere.

The social reformers of France have hit upon the idea of free public libraries as a means of social betterment for the country and they are not waiting, either, for the end of the war to put the idea into operation. There is already in France a limited system of free libraries which have not been the helpful factors in the community which they might have been and these are being looked into by local authorities and their shortcomings noted with a view of bettering their condition and extending their influence.

The idea of industrial geography is being presented to the tradesmen and employers as well as to the laborers and farmers as an inducement to make greater and better use of books in their business. It is hoped by this and similar means that a greater commu-

nity interest will develop and with the use of printed material as an aid, the various desirable phases of the business of living will grow out of it.

Another remarkable phase of this same subject is seen in the really fine book exposition recently held in Lyons. The accounts of the exhibit would lead one to think that it had been prepared in a time of peace. The addresses made by eminent men of France were all to the same point, that a solemn duty rested on all connected with the book trade in France, not to let the exigencies of the times seriously affect the quality and reputation of the French book marts. Attention was called also to the extent to which the German book centers of Leipzig, Munich and Goettingen had been allowed in times past to absorb the making of books used in France and a strong appeal was made by every speaker to the book-trade to return to the home industry, the business which had been allowed to slip away unnoticed in the last 20 years.

All this shows a keen interest in the business of the book, in the book business and ought to have the deep interest of librarians of all lands. A national as well as a personal pride in the making of books will produce better books than a spirit of mere commercialism.

A good report—It is to be hoped that so dynamic a document as the report of the Carnegie library of Homestead, Pennsylvania, for the year 1915 may fall into the hands of many of those who are easily discouraged and who are apt to respond when books are brought to their notice, "What's the use?" F. W. Stevens, librarian, is noted for the catchiness of his printed material and his report for 1915 is no less effective in that direction than its predecessors.

The figures relating to the library show that the circulation is about equally divided between adult and juvenile readers and that of the total circulation only 38.3% was fiction.

If the tone of the library is carried out in the work that is done in the dif-

ferent departments at Homestead, it may be concluded that both the "library and the life" are alive.

Bringing Together Business Men and Library Service

The public library, at least, belongs to every one in the community. Any other premise is false. A book belongs to the one who understands and appreciates it whether he really owns it or not. Librarians speak of "My library" and act on the statement. A more correct statement would be "My charge."

Women's clubs and children have long been the center of the efforts of most libraries. There are other equally important lines of service. And first among these are men who are building the community. This building may follow several lines, professional, commercial, or industrial. Their interests are of value, at least, to themselves and should profit by the library facilities provided by taxation.

Perhaps the "livest" organization in the country is the Associated Advertising Clubs of America. They are searching out the things necessary to the welfare of their objects. They have chosen books among other things, and a committee on libraries from the Education committee has been appointed to see that they get what they need in that line. John Cotton Dana of Newark, N. J., the pioneer advocate of "the business branch down town" is chairman of that committee. He is trying to interest the public libraries in the splendid chance this movement presents for them to justify their existence and attendant expense. A number of letters pointing out what the library can do and how it may do it has been sent to 1,000 libraries. No better chance to bring a library into right relations to the community could be found. A business man of any kind is also several other things in the community, sometimes even a member of a family that has in it members of women's clubs, and oftentimes children, also. A practical policy would suggest library service for all kinds of business men.

The Frederick County Free Library in Maryland

In the fall of 1913, the women of the Civic club of this place, conceived the idea of getting up for the town a public library. Such were their enthusiastic efforts, that in nine months they had raised \$2000, enough to equip and run the library for a year, for it was planned to be a small library. The library was opened with a public reception. Several hundred people came and more than one hundred registered. We felt that we had begun well. I thought that for a few weeks there would be some enthusiasm among the club women, and after that if I could get other people to use the library *some*, I would be doing well. For Frederick is an old town, wealthy, cultivated, and all the Sunday schools and public schools have libraries. I had other thoughts before coming here that time has disproved; one was that running a small library in a small place would be short hours and easy work. But I had reckoned without the local spirit, in fact I didn't know how the local spirit of a town had to be played up to and upon. To have taken the attitude that it was going to be a little library would have been to kill it. Not to have seen the possibilities in it, not to have sensed the fact that the town is of vast importance to the people, and that to them every thing in it is fine and successful and every new thing must be made so, would have queered the enterprise at once. So we have always been open city hours, and have always been a "big" library. Big in plans, ambitions and visions. And results have more than justified this idea of what things should be.

We promptly made it a county library, emphasizing that and the *freedom* of it in its name, the Frederick county Free library. The schools had given liberally, the pupils, not the officials, so it was necessary to make them feel that I knew of and appreciated their gift. The last week of school every room in the four school buildings was visited and the children invited to

use the library, *their* library. True, 25 talks in one day left me with a decided gone feeling in my throat, but by that time we were keen for results, and did we get them? Children are the most responsive things in the world. We were swamped with them. In one week every child's book was gone. Then? An appeal for books in the local paper brought in many, and some money spent helped out, and we continued to send out children's books. One little tot was so impressed that he brought with much shyness his all for a gift, a sample book of wall paper. The circulation went soaring, with the library closed four hours each day (summer hours), and 1300 books on hand. In July the circulation was over 2900, and it averaged over 2300 a month for the first nine months we were open. Why it was instantly so successful is beyond me, unless the far-famed and over worked psychological moment had arrived. I have never seen people as hungry for books, or children as anxious to look at pictures and books.

Money has been scarce, and most of the books have been given, and people have been generous. Time and again I hear people say they don't know what they would do without the library. It has appealed to the people who do not have books at home, and largely to the children whose hands have to be washed. The schools have coöperated, the teachers giving loyalty of support and interest. An announcement of the library was made at the County teacher's institute, and the teachers invited to visit the library on a certain night, resulted in books going to rural schools and further spread the glad tidings that there *was* a county library. Now the Teachers' pedagogical library is to be turned over to us, which is a long step towards making the library of use to them. As soon as those books are cataloged, a registration card, and personal letter from the librarian will be sent to every teacher in the county, and if we do not make them realize that we can be of real service to them, I'll be surprised.

Of course being a new enterprise we have advertised. Notices at all the toll gates, in the court house, the armory, at the county fair, the Interurban station, the hotels, and many sent to stores in the county. Floats in both the Sane and Safe Fourth, and the Homecoming parades, slides at two moving pictures, and the Chautauqua pictures, are some of the advertisements we have done. A story hour has averaged 25 in attendance each day, and stories were told by the advanced pupils in the story-telling course at the local college, a big help.

A good book exhibit at Christmas time, resulted in much interest, and enabled me to get in touch with the mothers of some boys whose interest had been aroused. A visit to the boy's night school brought some of them to the library, but next year we will do better than that by sending books to them, having them circulate from the school. A bulletin board gives the usual opportunities, and is always watched by young and old for its announcements. Being a county library we felt that we should go more directly to the county people. We had 17 towns from the county represented in our registration, which is over 1700. So I began inquiring from people from these towns if they would not like books sent out in lots of thirty. Result? Nine towns taking books in this way, and we actually call them branches! A man came in from the country just before Christmas and wanted some help about selecting books for presents, said he had seen in the paper that I would help people about things of that kind. Such straws showing the way the wind blows are encouragements. A request from one of the Sunday schools to suggest books for their library, a request from one of the high-school superintendents that I tell him where he could get a magazine rack for the school, a request from one of the teachers at the State school for the deaf, that I make some suggestions about the proper arranging of their library, all these things indicate to us that the

library is beginning to stand for something in the town. Now we are planning to have a meeting of all the librarians in the county, the libraries in three of the towns which have their own libraries and all the people having charge of our branches. We think that this will bring us all closer together, and further diffuse the library work and spirit.

With a few books, 2300 now, and not much money, we still think that we have a *big* library.

S. M. AKIN.

The Social Side of Library Work

An organization with an educational ideal, attempting a new line of work, must encounter a large amount of indifference on the part of those with whom they wish to work, as well as on the part of the general public. This has been found to be very true in the work of the Binghamton public library, which has made certain experiments in overcoming such indifference, and as a result believes that the social method is the one unfound factor to bring success, in many cases.

One of the first pieces of work after the library was organized was to get on a working basis with the schools. But a strange apathy was evinced on the part of the teaching force. All known methods to interest and awaken the teachers of the city's youth were tried. Finally Librarian W. F. Seward proposed a hitherto entirely unknown method, and the library invited the teachers to tea. Then they *were* interested. And they came to tea. And after they came, and got acquainted with the looks of the staff, Mr Seward gave an informal talk on how the school and the library might work together with equal advantage. And quite unconsciously our teachers began to be enthusiastic and to want to use books for their pupils, send their pupils to the library, and so on.

It was over the tea-cups that co-operation between school and library began in Binghamton. Each year adds to its completeness. The figures for

school libraries, and the high-school reference work prove it. The library's "Outline of work with schools" shows the variety of ways in which such co-operation is possible.

The library later proved again the substantial help of indulging the social side of human nature in entertaining the members of the sub-station committees.

The sub-station work was organized two years ago. The Mothers' clubs in each community where a sub-station is located take charge of it as a part of their neighborhood betterment program. Each club has a volunteer committee of eight members who do weekly duty at the sub-station in turn. Altogether 50 women give time to this work.

In order to get into closer touch with the committee members personally, and to make them feel that their service was an integral part of that rendered by the library as a whole, they were invited to meet each other and the members of the staff at the library. Mr Seward, chief librarian, spoke in appreciation of the work of the Mothers' clubs, and members of the staff gave a program of music and readings. Neither was the tea lacking, nor any of its perquisites. The desired results were obtained.

The cheerful librarian, and the socialized librarian are modern products rapidly coming into greater demand. But in being socialized, let us not forget to be social; and for the other, remember "the cup that cheers but does not inebriate." And pass it 'round.

LEILA H. SEWARD.

The Prints division of the New York public library has opened its annual exhibition of Recent Accessions. Among other prints there are engravings and etchings by Coltzius, Raimondi, Duerer, Morin and Lorrain. The modern prints include the work by Cameron, Bone, Parrish, Plowman, T. Cole, Ruzicka, Orlik and others.

The Library as a Social Centre

"Make your library a social centre in your town." With this oft repeated motto for her watchword the graduate of the library school sallies forth armed with diploma, to seek her fortune, and to carry out as far as may be, this admonition of her teachers. Time, infinite patience, and hard work are the factors one must employ for the accomplishment of this task.

Nowhere has this idea reached a more nearly perfect fulfilment than in the Elisha D. Smith library at Menasha, Wisconsin. In the little town of 6600 people, three-fourths of whom are foreigners, it has become the centre about which everything revolves.

It is from there, that the Christmas baskets are annually filled and distributed to the poor; there do the officers of the Visiting Nurse association hold their meetings; lectures given by the local clubs for mental and moral uplift of the community, tuberculosis exhibits, and entertainments to raise money for "sweet charity" are all held in the auditorium of the library. The housemaid temporarily out of a position, the scrub woman in need of work or funds, and the mother with nine children and a drunken husband all come with their tale of woe to Miss Lucy Pleasants, the librarian, feeling sure that in due time help will come from some benevolent society or private philanthropist.

All this apart from the large amount of reference work for schools and clubs and individuals unattached to either. Last year the circulation was 33,580, a gain of 3000 over the previous year.

The library had its beginning 20 years ago in two small rooms upstairs in a building devoted to offices. Here the present librarian, Miss Lucy L. Pleasants, gave out books from her small store two days and evenings during the week. In 1898 Elisha D. Smith gave to the city the present stone building, locating it beautifully in the heart of the town on the banks of the busy Fox river. From its windows one can see the lake steamers plying back and

forth across Lake Winnebago, or the smaller launches puffing along in the moonlight of the summer evenings. It is covered with climbing vines which clothe it in living green of summer or the scarlet and gold of autumn.

The students of ancient history may be seen of an afternoon ascending the stairs with their teacher for a visit to the large club room over head. They are come to study the classic outlines of the plaster casts which line the red walls. The "Winged Victory," the graceful "Flying Mercury," ever atiptoe, and the beautiful, armless Diana, perpetual reminders of the "Glory that was Greece, and the grandeur that was Rome."

Several years ago the club ladies raised funds to set off the "Children's corner" from the large reading room. Contrary to the usual custom the little ones are allowed to come in the evenings, and on Sunday afternoons. One may see from 50 to 60 children from four to fourteen years congregated here, towseled heads of black, brown, and gold bending together over "Sun-bonnet babes," *St. Nicholas* or *American Boy*, earnest, eager and absorbed.

The influence of such a library and such a librarian does not stop with this generation, like Tennyson's brook it "goes on forever," reaching out to generations yet to be.

A Stimulus for Nature Books

A bird guessing contest was held in the children's room of the Public library of St. Paul, Minn., during the month of April. Pictures of Minnesota birds were exhibited on a bulletin board in sets of from four to six each week. Contestants were allowed to look up the birds in the various bird books which were put on the tables, and as the names were guessed they were written on slips of paper obtained at the desk. There were 150 children entered in the contest. Prizes consisting of bird games, bird guides and Boy Scout guides contributed by the Humane society were given to the successful contestants.

This contest is being followed by a Wild flower guessing contest conducted under the auspices of the Woman's Garden club.

A Note of Deserved Appreciation

On a recent visit of the Minneapolis symphony orchestra to Sioux City, Iowa, one of its members visited the public library. After he left the city, he sent the following letter to Miss Jeannette Drake, librarian of the Sioux City public library:

I spent yesterday in your city with the Minneapolis Symphony Orchestra, and as it is my habit to visit the library in most cities, I visited yours. I cannot refrain from a word of admiration for what I saw.

There is a spirit of cordiality and good will on the part of your corps of assistants which lifts your institution far above the plane of any similar one I have discovered, and that spirit deserves high praise. My visit was in every way most delightful and I feel it my duty to extend the thanks which are undoubtedly due to you.

I do this the more gladly in that I realize that while you receive congratulations upon congratulations upon your new building, its light and well ventilated rooms, upon the scope of your various departments from a merely mechanical viewpoint, you do not receive commendation upon that which is the prime factor in your success as an institution: the spirit of your employees. Allow me, then, to extend congratulations upon that spirit and to thank you once again for several very delightful hours.

EDWARD C. KOPP.

An Inspiring Incident

A story is going the rounds of the press concerning the library housed in the town hall at Lille, France, which was destroyed by fire. In this building was stored the fine library of the municipality. This was founded in 1850 and had accumulated 100,000 v. besides many rare and valuable manuscripts.

While the fire was at its height, the librarian, a French woman, made her selection of the choicest volumes in the library and handed them down to German soldiers who speedily formed a chain and passed them from hand to hand, so removing them to a place of safety.

A Note About a Library in a Prison

A library in a prison serves persons who in time will return to the outside world, but it also has among its readers many men who will be in prison for the greater part of their lives. It should be educational. What a man reads in prison is an interesting study. At first his craving is for diversion, and I am inclined to think that part of the library's service to prisoners is very important. But after a time, I am told, the man's mind seems to crave something more, and in many cases if the man has access to a good collection of books, and especially if he has the benefit of sound guidance, he will set himself to get an education by liberal reading and study. In our state prison there has grown up an enormous use of newspapers and magazines, but in spite of this there is considerable reading done from the library. I have had in my hands recently a copy of Jowett's translation of Plato's Dialogues which had been handled so much that its title page was loosened, and I was much amazed to have the second volume of the life of Adoniram Judson come back from the cell house the other day. What made the man choose that book—who knows? Another curious book that came back was a volume by Jonathan Edwards.

The need of the vital link between the book and the reader is well marked in prisons. The library should be a powerful educational factor, but to make it so is as difficult as to make hare pie, for which you remember the first requisite is to catch the hare. In order to lead a prisoner to read better and better things there are several essential elements. First, the library must contain not only the very best, but enough of the second best and of the simpler sorts of literature to provide something for the man at each stage of his progress. This involves a librarian trained to the work to give direction to the library affairs. But even an accomplished specialist could not be entirely successful without the help of assistants chosen from among the men, for they know the prisoner's viewpoint. There should be personal visits from cell

to cell and direct guidance given in the choice of books. If the library is acknowledged to be a distinct department of the prison and is manned with a competent officer who can devote much time to the work, he can give the prisoners who are to go out a helping hand toward the acquiring of a taste for good books which will perhaps divert them from temptations saloonward and lead them to libraries instead. And to the men who must remain behind the bars for most of their lives he can show that the "*mind a kingdom is.*" He can give them wings to lift them above their surroundings and bring to them one of the "*durable satisfactions of life.*"—*From address before Minnesota Academy of social science by Miriam E. Carey.*

A Nicholson Masterpiece

Although Meredith Nicholson is best known as a writer of "best sellers," his literary accomplishments are not limited always to published works. Perhaps if his sons were asked what they regard as their father's masterpiece, they would submit the following note which Mr Nicholson recently sent to the boys' teacher:

Dear Sir: It is with deep regret that I am obliged to report that my two boys, Meredith and Lionel, were taken seriously ill today, just after luncheon. We hurriedly summoned the doctor, who after a brief examination, pronounced their malady well-marked and clearly defined circumsitis. When I was a lad, away back in the consulship of Plancus, I too, suffered every Spring from this painful disease. It is not uncommon, I understand, and is particularly malevolent in its manifestations upon youth about the time the green comes back in the trees and the lilacs bloom in the dooryard.

Our physician prescribed the usual remedy in such cases—an afternoon under a large tent, in close conjunction to elephants, zebras, rhinoceri, hippopotami and the common or garden ostrich.

I am glad to say that this treatment proved efficacious and that both boys are now in prime condition.

In these circumstances, I beg that you will excuse their unavoidable and regrettable absence from school.

Yours sincerely,

MEREDITH NICHOLSON.

P. S.—The boys had a bully good time.

The Walk-out of the Docs.**L. C., May, 1916.**

Oh! the Document lady was fair and good
 And clever beyond compare,
 She could catalogue docs. so beastly hard
 They would almost make one swear.

And at it she kept, year after year,
 With infinite patience and skill,
 While the docs. increased till they filled the
 shelves
 Of the library on the hill.

They all acknowledged her gentle sway
 And, marvelous to tell,
 Despite their devious, tricky ways
 She loved them passing well.

But it chanced one day in the month of May
 That the lady, lifting her eyes,
 Beheld the loveliness all around
 And the wonderful blue of the skies.

And she said, "No more of this for me!
 I'll flee to my mountain lair,
 Whatever shocks may await the docs.
 I vow I do not care."

The docs. soon heard of her conduct strange
 And horrified and irate
 Came down from their shelves in serried
 ranks
 Her soundly to berate.

"O, cruel, ruthless one!" they said,
 "How can you treat us so?
 Your base desertion rends our hearts
 And plunges us in woe."

"You know we're oft misunderstood,
 Yes, even feared and hated,
 By you alone in all these years
 We've been appreciated."

The lady heard their dismal plaint
 With pity and dismay,
 Her tears fell fast, but still she said,
 "No, no, I cannot stay!"

They answered not, but with shrieks and
 wails
 And groans the air was rent
 As in tongues diverse and accents strange
 They voiced their discontent.

And the thick darkness like a pall
 Descended on the room,
 Wrapping the docs. in awful, grim,
 Impenetrable gloom.

A moment and the gladsome sun
 Ended that scene so weird,
 But ere the mists had rolled away
 The docs. had disappeared.

Next morn the D. of D's.* beheld
 Aghast, the vacant shelves,
 For how could they for this great loss
 Ever excuse themselves?

They scoured the country far and wide
 Their treasures to regain,
 But 'twas labor lost, the vanished docs.
 Never appeared again.

The guilty cause of all this woe,
 You will at once decide,
 Must, by remorse and grief o'ercome,
 Have laid her down and died.

But no! she sped to her mountain home,
 Where she liveth, from care set free,
 With naught to worry, perplex, or fret,
 As happy as mortal can be.

But at times she sighs and wipes her eyes
 As she sits by her cheerful grate,
 When she recalls her once-loved docs.,
 And their mysterious fate.

*Division of Documents.

Respectfully dedicated to Our Beloved
 Lady of the Docs., by G. S. C.

Historical Museum in the Library

A historical exhibit collected by the Woman's club has been placed on the second floor of the Reddick public library, Ottawa, Illinois. The exhibit is valued at about \$7,000, and has received contributions from prominent citizens of Ottawa, Chicago and other Illinois towns, because of their personal interest in Ottawa.

Among other things in the exhibit, is a collection of Indian stone implements and arrow points, of marbles and ore specimens contributed by Colonel Charles Bent.

There is a collection of portraits of prominent citizens of Ottawa of an early date; coins, firearms, pottery and books. Many of these books, as well as the music displayed, were written by Ottawans. There are also old deeds, records, invitations and programs.

Among the curious single articles, is a little telegraph machine given by Judge Caton to Colonel Dickey during the Civil war, which attached to any main wire, proved valuable in his army service.

The children have taken much inter-

est and bring their cherished finds such as birds, leaves, pieces of flint and stones. The exhibit is supported from library funds and is under the direction of the children's librarian. Ottawa has a notable history and her natural resources are of interest and great value. The celebrated Starved Rock is near by. A fact of interest is that it was in this vicinity that coal was first discovered in the United States.

The Use of Shellac for Preserving the Covers of Books

For preserving covers of books and keeping them clean and sanitary, we have found no better material than a good grade of white shellac.

All the products that are offered for preserving book covers are either some grade of shellac or varnish. The principal difference between shellac and varnish is that shellac is a product of a hard gum cut and mixed with wood alcohol which dries quickly with a hard surface, whereas varnish is a product of a soft gum cut with turpentine or some other substance mixed with oil, which takes much longer to dry and is apt to be sticky. The cheaper grades of varnish are made principally of rosin and turpentine. In some cases a product made principally of banana oil is put up which is a kind of varnish given that name on account of its odor. Banana oil is used principally as a laquer for metal work and is hardened by baking. We have tried banana oil, also a product sometimes known as Old English oil or Oriental oil. We found that the latter made a very good surface, but it took about twenty-four hours to dry, and also had a tendency to draw the covers of the books.

The commercial term for the gum from which shellac is made is lac, or tree-lac. The first product which comes from cutting with alcohol is yellow shellac. To obtain white shellac the yellow shellac is evaporated and the gum cleansed by washing, which in turn is cut again with alcohol. The ordinary white shellac is usually cut with denatured alcohol on account of its being

considerably cheaper than grain alcohol, also somewhat cheaper than wood alcohol. For use on book covers, finishing furniture, etc., shellac cut with wood alcohol gives a much better surface than shellac cut with denatured alcohol. It dries more quickly, leaving a hard, smooth surface.

The best grade of white shellac is ordinarily cut five pounds of gum to one gallon of alcohol. This product is too thick to use to the best advantage on book covers and should be thinned at least one-fifth. In thinning ordinary commercial white shellac use wood alcohol instead of denatured alcohol. On account of using large quantities we are able to have our own shellac cut and mixed entirely with wood alcohol.

Many make the mistake of trying to spread thick shellac on book covers. Shellac should be thin so that it spreads easily. Our rule is that when the brush begins to stick, add a little alcohol. Two thin coats are very much better than one thick coat. The first coat acts as a priming coat and the second application gives it a body and surface. The time consumed in putting on two thin coats is very little more than in using one thick coat. The first coat will dry quickly and it is not necessary to have it entirely dry. To keep shellac well a jug or earthenware jar should be used. In glass bottles the light has a tendency to turn the product yellow; also to injure its quality. If kept in tin cans shellac will turn black.

One difficulty in using shellac or varnish on book covers is that the shellac will spot if wet and varnish has a tendency to turn white in different atmospheres. To obviate this difficulty go over the surface of the book after it is dry with some greasy substance, such as paraffin or vaseline, or better yet, a good grade of wax. Floor wax has in its composition bees wax and other substances that will harden down on the surface and not entirely evaporate as in time will paraffin or vaseline. After rubbing on this wax, rub briskly for a second or two with a dry cloth; cheese cloth is as good as any. You will ob-

serve that this treatment is practically the same as that used in finishing furniture or floors.

A book treated with shellac and wax as above will wear much longer and keep clean and sanitary. If the book becomes soiled it can be washed with soap and water, gone over with another thin coat of shellac and wax, or with the wax without the shellac. Another difficulty in using shellac is in keeping the brush clean. The brush should be washed out in alcohol or hung in some receptacle that contains alcohol or shellac. A mistake is also made in trying to use too cheap a brush. We recommend a rubber set brush of good quality which costs from 30 to 50 cents, according to the size used. A one-inch brush costs 30 cents.

H. R. HUNTING.

Springfield, Mass.

An Undaunted Librarian

Miss Nellie E. Hemson is one of the senior assistants of the cataloging department in the Brooklyn public library and has been connected with the institution for 15 years. She has been hard of hearing, though not by any means deaf, for years, and the passage of time has not tended to correct this defect. Miss Hemson, however, has not been content to let things "slide" or to make the best of existing conditions without a brave endeavor to improve them. Since the fiat of the specialists was the same in each case, that "nothing could be done," Miss Hemson turned her thoughts and ambitions to doing her best despite this handicap. She at once began the study of lip-reading and practiced this so conscientiously that I noticed the immediate improvement and the steadily increasing facility with which she was able to accurately comprehend the speech of those about her by watching the movement of their lips. From studying it was but a step, to so determined a nature as hers, to teaching it to others in like predicament. Herein she excelled to such a degree that teachers

and supervisors became aware of her aptness and spread the news of it abroad.

The outcome is that Chautauqua made her an offer which she decided to accept on conditions which preclude the necessity of a resignation from library work, to which she has well devoted so many of her years and which she loves.

Miss Hemson will give a course in instruction in lip-reading at the summer schools, Chautauqua, July 10-August 19. In addition she will have private classes for beginners and advanced pupils. Information concerning the course may be had from Mr Percy H. Boynton, principal, Chautauqua, N. Y.

Theresa Hitchler.

An Important Committee

The National municipal league has appointed a special committee to draft the Library section for the proposed model city charter on which the League is working, to be recommended to American cities.

The following librarians have been appointed members of the library committee: Samuel H. Ranck, John Cotton Dana, Drew B. Hall, Harrison W. Craver and Dr A. E. Bostwick.

The recent death of Richard Harding Davis calls to mind an author who lived a life as picturesque as any of the stories that came from his pen. Much of the material for his early stories he gathered as a newspaper reporter. His short stories are breezy and stirring, full of incident and adventure and marked by clever and striking characterization.

According to the New York press, experts have completed a nine months task of appraising the books and manuscripts in the J. P. Morgan library and have placed their value at \$7,500,000. Of this amount, the books reach \$5,000,000 and manuscripts and engravings, \$2,500,000.

Library Meetings

Alabama—The annual meeting of the Alabama library association, held in Montgomery, May 3-5, inclusive, was marked with its usual enthusiasm and spirit.

The program was planned to include the entire field of library activities in the state and the subjects discussed were designed to meet the most practical questions of library administration.

Henry M. Sanborn, secretary of the Indiana library association, Indianapolis, was rightly chosen as the one to well launch the meeting and give it the impetus which would carry along the succeeding sessions with energy and power. His address, "Message of the book," was given as one of a series of lectures under the auspices of the City federation of Women's clubs, and thoroughly enjoyed by everyone, especially by the librarians present.

The morning session of the second day was held in the historic senate chamber at the capitol. Dr Thomas M. Owen, president of the Alabama library association, in his introductory remarks, enumerated the many history-making events which had taken place within its four walls.

Miss Mary Martin, assistant librarian, Alabama polytechnic institute, Auburn, presented a paper on "College libraries—their needs and problems" in a most understanding way. Discussions of the subject followed, by Miss Florence Pickett, librarian, Judson college, Marion; Miss Olive Mayes, librarian, Alabama girls' technical institute, Montevallo; and by Mr Joseph A. Boyd, librarian, State normal school, Troy.

The University of Alabama situated in Tuscaloosa, is ardently working for a new library building. Miss Alice S. Wyman as librarian, told much of their campaign plans for the new building, which is to be called "The Amelia Gayle Gorgas memorial library," in honor of the mother of Gen. William C. Gorgas, famed for his brilliant sanitary work in the canal zone. Mrs Gorgas presided for a period of 24 years over the library, as she did also over the af-

fections and the well-being of the students of the days gone by. There could be no more fitting monument to so noble a woman, as a splendid, modern, adequate library structure.

Prof. J. R. Rutland, librarian, Alabama polytechnic institute, gave a very vivid description of "Libraries in Alabama high schools—conditions and needs." He spoke from abundant experience, having been State high-school inspector for a number of years. This was followed by a discussion of "Alabama rural school library system," by Mrs R. L. Faucett, president of the State school improvement association.

The entire body adjourned at noon to the home of Dr and Mrs Thomas M. Owen, where luncheon was served.

The afternoon was devoted to round table discussions. A few of the topics presented were, "Present library policy of the Carnegie foundation"; "U. S. government and state documents"; "Care of magazines and periodicals," etc.

One of the features of the afternoon was a visit to the State and Supreme court library, as well as to the State historical and reference library of the Department of archives and history.

The evening session was held in the auditorium of the Carnegie library where the members of the association and their friends were given a most interesting paper, "The library and community service," by Mr Carl H. Milan, director of the Birmingham public library. Two other papers of the evening were "Libraries in Alabama charitable and correctional institutions," by Rev. W. D. Hubbard, chaplain to the Alabama penitentiary, Montgomery, and "The work of law libraries," by Mr Charles F. White, librarian, Birmingham Bar association.

After the evening adjournment, Miss Laura Martin Elmore, librarian of the Carnegie library, with the members of her staff, and board of trustees, entertained the association in a most charming manner with an informal reception.

The morning session of the last day, held in the auditorium of the Carnegie

library, was one of intense interest. Miss Randolph Archer, librarian, Public library, Talladega, and Miss Mollie Norman, Union Springs, discussed "County library extension"; Miss Fannie Tabor, librarian of the Avondale branch of the Birmingham library, gave a paper on "Children's books and reading," and Mr J. R. Rutland, "The Alabama teachers' and young people's reading circle."

Beside the foregoing papers, there were a number of informal talks on various subjects, including a discussion of "Books that please men," by Mr Sanborn.

As a fitting climax to an already happy and eventful meeting, the association was taken by auto out into the country to visit one of the now fast disappearing types of ante-bellum plantation homes, where tea was served by the most gracious hostess, Mrs Fannie Drespring, assisted by her happy, smiling black mammy, a relic of the olden days in the sunny South.

The following officers were elected for the ensuing year:

President, Dr Thomas M. Owen, Montgomery; vice-president, J. R. Rutland, Auburn; second vice-president, Miss Alice S. Wyman, University; third vice-president, P. W. Hodges, Montgomery; secretary, Miss Gertrude Ryan, Montgomery; treasurer, Miss Laura M. Elmore, Montgomery.

Executive Council in addition to the officers, Carl H. Milan, Birmingham; Miss Olive Mayes, Montevallo; Miss Frances Pickett, Marion; Miss Lena Martin, Gadsden; Miss Randolph Archer, Talladega.

GERTRUDE RYAN,
Secretary.

District of Columbia—The bi-monthly meeting of the District of Columbia library association was held in the lecture room of the public library, Wednesday evening, April 19.

Dr E. M. Borchard, law librarian of the Library of Congress, gave a most interesting illustrated talk on "South American libraries and intellectual life."

Dr Borchard has but recently returned from an official trip of five months to South America and spoke of his own observations, verified by those of other observers, upon the educational and literary activities of the South American states concerning South America.

But a small part of the talk was devoted to libraries as library development in South America is as yet limited. The library is not considered an inherent part of the educational system; there is no public library system as we know it, though Argentine has attempted to centralize the purchase of books for her numerous rural libraries; the library is administered rather for the library itself than for the reading public; and too often financial support is inadequate. One of the most modern libraries as to building and equipment is the National library of Brazil at Rio de Janeiro, but this library has no catalog and at present no funds for the making of one. Chile has probably the most progressive National library. By its bibliographical publications it has given the world information as to its literary activities, something which is still a great need in the other countries of South America. Dr Borchard paid tribute to the enthusiasm and disinterested devotion of the librarians to their work, often carried on under great handicaps.

The university was an extremely early development in South America, but there has been no coherent school system to link primary, secondary schools and universities together. The widely separated centers of population, and the absence of any local autonomy have tended to centralize the educational system in the capitals and have interfered with local initiative, to the great disadvantage of primary education in rural districts. Argentine Republic has been the most progressive of the South American countries in the matter of primary education. The high schools are not many nor are they largely attended. The bachelor's degree is given for the high school course and the doctor's degree at the close of the university course. Teaching is not a profession, most of the professors in

the universities having other vocations from which they take an hour or so at stated times for university lectures, the instruction being given entirely by means of lectures. The University of La Plata is being reorganized on modern lines designed to stimulate original research by the faculty and promises to blaze the way for more progressive methods in university education.

For intellectual stimuli and standards South America looks to Europe, and especially to France; there is almost no exchange of intellectual ideas between the individual South American states. As most of the books are imported from Europe and as the reading public is small there is no incentive to authorship; if the author would publish he must do so at his own expense or with government aid. Poetry is the form of literature in which the South American excels, though they have some great names in other fields of literature. As there is no teaching profession so there is no literary profession; literature is rather a recreation.

What is true of literature is also true of the other fine arts, music, opera, and drama; for all these South America looks mainly to Europe. There is almost an entire lack of private initiative in fostering the arts; for all such aid composers and authors must look to the government, which in this as in other particulars is much more paternal than that of the United States.

In spite of this rather negative statement as to the intellectual activities of South America, Dr Borchard left with his hearers the impression that the South American countries present great intellectual possibilities and that we may look to them for a future of progressive and enlightened development.

ALICE C. ATWOOD,
Secretary.

Maine—The twenty-second annual meeting of the Maine library association was held at Augusta, May 15. The president, Charles A. Flagg of Bangor, in his opening address urged that the state purchase the old James

G. Blaine estate nearly opposite the capitol and erect on it an up-to-date state library building.

He pointed out objections to the state library being a political office. Later in the meeting, a resolution was adopted in favor of taking the state librarianship out of politics and increasing the salary so that a capable librarian may be obtained and kept indefinitely. A system of library inspection, a separate building for the state library and more coöperation between libraries and public schools were also indorsed.

Miss Marion Brainard, state organizer of public libraries, said that there were 107 free libraries in Maine and 411 towns and cities which did not enjoy the privileges, exclusive of the unorganized townships.

Josiah W. Taylor of the State department of education, in a report showed the very limited library opportunity in connection with the schools of the state.

Miss Mary P. Farr, director of 1916 institutes for Maine, outlined the plans of the work for the coming year.

The following officers were elected:

President, Gerald G. Wilder of Bowdoin college; vice-presidents, Charles F. Flagg of Bangor and Miss Julia K. Clapp of Augusta; secretary, Marion Brainard of Augusta; treasurer, Edna Goodier of Saco.

Missouri—The Missouri Valley library club held the last meeting of the fiscal year, the evening of Friday, May 12, in the assembly room of the Kansas City public library. Mr Willis H. Kerr, librarian of the Kansas State normal school, Emporia, addressed the club on "What next in school libraries?"

Mr Kerr said school libraries must keep pace with modern educational developments. "In building school libraries let us surely build for service based on intelligent and frequently revised comprehension of the best educational aim and method." The subject was discussed from three standpoints: 1) a much greater and more careful use of the illustrated editions of the

classics. The children are apt to be carried away by the beauty of the illustrations and do not get the immortal message of the text. 2) use of the library will be taught more skillfully than now because the pupil will never be conscious of being instructed. It will become an integral part of class room work. 3) regarding the use of school libraries by the public "In this matter of joint use I am only anxious that school librarians shall be open-minded and ready to join forces with whatever plan local conditions demand. The library idea is big enough to take any next step approved by educational and social common sense."

Mr Kerr's paper occasioned a lively discussion, particularly that part relating to the instruction of the pupils on the use of the library.

The following officers were elected for the ensuing year:

Ward H. Edwards, librarian of Wm. Jewell college, Liberty, Missouri, president,

Mrs Cassandra Warner, Kansas City public library, vice-president,

Mrs Sara Judd Greenman, librarian of Public library, Kansas City, Kansas, treasurer.

Miss Grace Berger, Kansas City public library, secretary.

GRACE BERGER,
Secretary.

New York— A meeting of the New York library club was held at Hollis, L. I., on May 18. A library play entitled "Coöperation," written by Helen Rex Keller of Columbia university was presented by members of the club. Various committees presented their annual reports. A remarkably large number of accessions to the club was made during the year, 200 new members having joined. The total membership now is 808, the largest association of its kind in the country. Membership is open to all who are interested in library work of any kind. The following officers were elected:

President, Dr Frank P. Hill, librarian of the Brooklyn public library;

vice-president, Susan A. Hutchinson, librarian of the Brooklyn institute museum library; secretary, Eleanor H. Frick, librarian of American society of civil engineers; treasurer, Robert L. Smith, Public library of Brooklyn.

Pennsylvania—The last meeting of the Pennsylvania library club for the year was held on the evening of May 8 at Bryn Mawr college. The officers for the following year, 1916-17 were elected as follows:

President, John Ashhurst, librarian of the Free library of Philadelphia; first vice president, John F. Lewis, president of the Pennsylvania Academy of fine arts, Philadelphia; second vice president, Lois Reed, librarian of Bryn Mawr college; secretary, Jean E. Graffen, Free library of Philadelphia; treasurer, Bertha S. Wetzell, Library Company of Philadelphia.

The club was welcomed most graciously by Dean Marion Reilley who said that she remembered the earlier visit in 1899 when she was a student at the college and was a member of the reception committee for the occasion.

Dean Reilley put particular emphasis on the opportunity librarians as a class have in the whole scheme of education. At the close of her very interesting talk, Dr Nolan, who had been president on the occasion of a former visit, extended a hearty vote of thanks to both Dean Reilley and Miss Reed, the librarian.

Of the 120 present, less than 10 had attended the meeting in 1899. After adjournment, a reception and tea were enjoyed in Pembroke hall.

Coming meetings

The next meeting of the Alabama library association will be held in Birmingham, November, 1916.

The annual meeting of the Ohio library association will be held at Cincinnati October 3-5.

The annual meeting of the Illinois library association will be held at Ottawa, probably on October 18-20.

Conference on Children's Reading
Grand Rapids, Mich., May 6, 1916.

For 10 or 12 years the Grand Rapids public library has conducted an annual conference on children's reading. Mothers, teachers, librarians of surrounding towns, and members of the staff attend these conferences.

This year a most enthusiastic audience listened to a lively discussion of "Love stories for children." The program was planned by Mr S. H. Ranck, the librarian, and Miss Quigley, the children's librarian.

The speakers were Mrs Charles Holden, who spoke from the mother's standpoint, Mr Claude Switzer, principal of the Grand Rapids junior high-school, who presented it from an educational standpoint, Miss Belle McCormick, a contributor to the *Grand Rapids News*, who spoke as a writer on the problems of girls and women, and Miss Faith E. Smith of the Chicago public library, who spoke in the absence of Mr Legler, from the view point of a children's librarian.

Mrs Holden declared herself in favor of the wholesome love story for children when their tastes seemed inclined that way, and when they asked for reading of that particular sort. She spoke of "Little women" as a story typifying pleasant home life and as one which she considered good reading for adolescent girls. She deprecated the modern novel introducing sex questions, and its frequent appearance on the home library table, where young girls pick them up. She expressed the conviction that a child's attitude toward life was governed largely by the book he or she read, and she advised mothers to put into the hands of their children the books that would develop the ideals they wished developed.

Mr Switzer gave a report of a survey of children's reading which he had taken at the Junior high-school. According to this survey only a minority of the children cared for love stories, and he did not believe that the demand for this type of literature was great

enough to arouse much concern. When questioned concerning this survey, Mr Switzer explained that he had asked each boy and girl to fill out blanks giving name, amount of reading done during the year, and preference in kind of reading. He admitted that the requirement to give their names had detracted from the value of the report as an honest expression of the children's preferences.

Miss McCormick advocated love stories to satisfy the craving for romance in the emotional child and to stimulate it in the phlegmatic child. "The child whose romantic imagination is not fed," she said, "will seek sordid realities."

Miss Smith spoke of the natural interests of children during the adolescent period, the "storm and stress period of the emotions, the new birth of mental, physical and moral life," the age of hope and promise. It is necessary to give girls of this age such books as will counteract their tendency to introspection and too great emotionalism. Love stories for girls of this age should present heroes with high standards of living,—industry, cleanness, generosity without extravagance, kindness; the heroines should have interests in life other than merely beaux, dancing parties, motor trips, and glittering jewels. The desire for splendor, undying devotion of the opposite sex, may find vicarious satisfaction in the stories of chivalry of knights and ladies, rather than on the modern stories of restaurant dinners, theatre parties, and other things so close to the girl's life that they may give her a taste for extravagance and a distortion of the real values of life. The harm of the modern novel is not in the fact that they are love stories, but that they do not present high standards of living and do not draw a sharp line between right and wrong, as is essential in reading for boys and girls.

Mrs S. R. Ranck, Mr Greeson, the superintendent of schools, Mr Erdmann of the Erdmann-Sevensma publishing company, took part in the dis-

cussion. Mr Erdmann told of some boys known to him upon whom the reading of modern realistic novels had had a tragic effect.

The conference was preceded by a very pleasant luncheon at the Social Service club, at which the speakers were the guests of honor.

F. E. SMITH.

Arrangements for A. L. A.

Nothing further has been received from members of the Travel committee, so that the announcements that appeared on p. 182-83 still stand.

Newark hospitality

Mr. Dana wishes it to be distinctly understood that visitors are welcome at the Newark free public library and that the members of the A. L. A. are especially welcome. The library is open daily from 9 a. m. to 9:30 p. m. On Sundays from 2 to 9:30 except during July and August when it is closed on Saturday at 12 noon and is not open at all on Sunday. The library will be pleased to entertain at luncheon librarians going to or from the conference if it receives notice a few hours beforehand. Notice may come by letter, or telegram or telephone. Luncheon is at 1 o'clock in the building.

Librarians visiting New York

An information bureau will be maintained by the New York library club in the central building of the New York Public library at 5th Avenue and Forty-second street during the week of July 2-8, to help visiting librarians who may feel the need of advice or suggestions about any question connected with the city or its neighborhood.

Members of the conference who have no other convenient mail address in New York City may have their letters forwarded in care of the New York public library.

N. E. A. in New York

No official relation has been established between the meetings of the N. E. A. and the A. L. A. but visitors are welcome to attend both meetings.

Interesting Things in Print

The Public library of Bridgeport, Conn., has issued a list of Aids for foreigners learning English and a list on Engineering mathematics.

A series of articles on "Library work in public service" was given in the *Daily Chronicle*, Spokane, Wash., through May by George W. Fuller, librarian of the public library of that city.

"Was Shakespeare a lawyer?" A review of the literature of the subject by F. C. Hicks, law librarian of the Columbia university, has been reprinted from *The Lawyers' Magazine*, V. 22, No. 2.

A most interesting article on "How business men may use the public libraries," by George B. Utley, secretary of the A. L. A., was given in the *Philadelphia Public Ledger*.

An interesting paper on "Some phases of library-study-room management" by Hannah Logasa, librarian of the University high school, University of Chicago, has been reprinted from the *School Review*, May, 1916.

A dissertation on the library of the Alexander Hamilton institute of New York City by Marjorie G. Strong, librarian, is a clear presentation of the functions of the library, its arrangements, instructions how to use the library, catalog, reference books, etc.

The Massachusetts agriculture college at Amherst, through its extension service, has issued some very attractive leaflets. The following are of special interest:

Books on garden design and garden making; Good books for poultrymen; Reference list on soil fertility.

A list of newspapers in Yale University library has just been issued by Yale University Press. As the Yale collection of newspapers is probably the largest in the country, the value of the list has a wide appeal. The list is arranged geographically and there is a title index. Price \$3. The volume (216 p.) is Vol. 2. Miscellaneous, *Yale Historical Publications*.

The April number of the *Link*, an intermediary for literary men, correspondents, collectors and students, contains some notes for the Shakespeare tercentenary by John Ballinger, M. A., librarian of the National library of Wales; Important Irish poetry, by C. T. Harley Walker; York pewterers by Howard H. Cotterell, F. R. H. S., and a miscellaneous collection of interesting correspondence and reviews.

The *Link* is the official organ referred to by E. F. McPike, P. L., 21:174-176.

In Volume 1, No. 2, of *Studies in Social Economics*, edited by the St. Louis school of social economy, Miss Ruth Crawford, A. M., presents a very comprehensive dissertation on Immigrants in St. Louis. She traces the history of immigration from a very early period, its progress and present condition, its place in the educational, charitable and religious life of the city.

A very gratifying thing is the splendid credit that is given to the Public library of St. Louis for its support and work in the interests of the foreign citizens.

Burton Kline, the successful author of "Struck by lightning," tells an interesting story of his first attempts to enter the world of journalism. From his home in Virginia he made his way to Boston, determined to take the place by storm. He presented himself and his ambitions to Edward Everett Hale, who told him to go home as fast as steam could take him. A visit to Charles Eliot Norton resulted in the advice to go home and make boots. "After all, an honest living is a noble achievement," said the great man. Disregarding the latter part of the advice, Kline did go home, and wrote an interesting satire on the whole proceeding which led to something. Now he is magazine editor of the Boston *Transcript* and the author of a novel which, though hardly a month old, promises to go very shortly into a second edition.

A report on the latest changes and developments in foreign tariffs has just been issued by the U. S. department of

commerce. In addition to the usual notices of recent changes, actual and proposed, in import and export duties, customs regulations, and internal taxes of foreign countries, this publication contains the more important embargo and contraband provisions, an important summary of the regulations affecting commercial travelers in Central America, and articles on a number of other subjects more or less intimately connected with foreign tariffs. There is a timely discussion of the antidumping legislation of Australia, Canada, and the Union of South Africa, and an interesting article on the probable revival of German commercial influence in Russia after the war. The report is designated *Foreign Tariff Notes No. 19*, and may be had free of any charge upon application to the Bureau of foreign and domestic commerce in Washington or to any of its district offices.

A most interesting presentation of the subject of Unemployment insurance was made by Rufus M. Potts, insurance superintendent of Illinois, before the American Academy of Medicine at its annual meeting at Detroit, June 9.

Mr Potts reviews statistics on unemployment drawing a distinct line between voluntary unemployment and those compelled to be unemployed, insisting that a different attitude should be established and purely recognizable as between unfortunate workers and incorrigible loafers. He also states that the step necessary is to remove the cause of their unemployment and he advocates the systematizing of employment now impossible because of imperfect adjustment of labor.

Mr Potts is chairman of the committee on social insurance of the National convention of insurance commissioners. His investigations have covered such a wide sweep of the subject that his presentation contains much valuable material.

Reprints may be obtained from the State Insurance department of Springfield, Ill.

Concerning The Harbor

[From the letter of an artist of more than passing fame to his son at college]

The Harbor by Ernest Poole. I commend you to read it. It contains a series of glimpses into life, which are not common in fiction. It looks into the whirlpools and eddies and the abysses of the deep. It climbs the heights to where the well-meaning dwell and toil. The story presents the whirling sensations of an artist who is touched by the fire of art, who has the artist's constructive will and who stands impotent before the melting pot in which he proposes to make his synthesis.

It ends, as far as the problem is concerned, just where it began, except that the problem is eased by the experiment it records. It ends with the problem of the war which is part of the same chaotic harbor, the product of an aimless civilization. It arrives at one conclusion, however, viz., that only democracy, inclusive of every individual of every race, will bring about justice, for it is the lack of justice alone which creates hate and hell.

There is nothing academic about the book. It swears, rebels and ventures. The one hope, the book points to, lies in the heroic pursuit of the Truth and that of the many gods, whom the hero of the story pursues. He finds each leads him each time to the one same God, namely the God which is the Truth.

But we are all of us so comfortable and forget that the whole chain of human lives makes the synthesis. And in this chain, as in the law of physics, the strength is measured by its weakness, and this link at times is hard strained.

Not having read the book, my remarks may not be intelligible. Therefore, to understand this better, read it.

It abounds with French words and cryptic phrases set in French when difficult to handle in English. These allusions, however, give the work a certain artistic value and show a searching analysis. There are some

places in the book that do not ring true, and which weaken its value. The book draws me to the conclusion with Whitman, Lowell and Hugo that the sanity of society is as the sanity of the individual,—and of even the least of these.

In Lowell's Ode, third part:—

Among the toil worn poor my soul is seeking,
For who shall bring the Master's name to light.

This, this is he for whom the world is waiting
To sing the beatings of his mighty heart,
Too long hast it been patient with the grating
Of scannell-pipes and heard it misnamed rot.

The best is Democracy—the vision of Whitman—and as in the redemption of Jean val Jean by Hugo.

One of the Elders

Conrad Gesner (1516-1565); the father of bibliography. An appreciation by J. Christman Bay.

Preprinted from the papers of the Bibliographical society of America, vol. X, No. 2, 1916.

In this entertaining paper Mr Bay has brought to mind the four hundredth anniversary of the birth of one of the prodigious laborers of the Reformation period. Conrad Gesner lived only 49 years, but within that short space, and in despite of poverty, disease and unhappiness, he contrived, before he died in 1565, literally of physical exhaustion, to make the vast and varied contributions to the sum of human knowledge which set him apart as a marvel of learning and industry. Not only as the compiler of the *Bibliotheca Universalis*, the bibliographical record of all printed books extant in his day, and the first great modern bibliography, but as botanist, zoölogist, physician, author, editor, teacher and public servant, is Gesner known and admired in the learned world. His *Historia Animalium*, first published in five folio volumes, 1551-87, is called the foundation of modern zoölogy; a similar work in botany remained unfinished at his death. For both of these works the

author himself prepared the illustrations in great number and with remarkable skill and fidelity.

All this and much more Mr Bay sets forth with a charm of style, a wealth of learning and a depth of sympathy most impressive and appealing. Himself a naturalist and a bibliographer of wide accomplishments, he has drawn a portrait of the restless and indefatigable scholar of Reformation times which will not soon be superseded. C. B. R.

Library Schools

Carnegie library school

The school was closed for recess May 29-June 3.

The students from the junior class, accompanied by Miss Waller I. Bullock, spent June 1-3 visiting the Cleveland library system.

Miss Ethel P. Underhill, '09, at present children's librarian at Youngstown, Ohio, gave a talk to the school May 18, on "Children's work in the Reuben McMillan free library."

A course of three lectures on book-binding was given to the junior class, May 24 and 25, by Mr Arthur L. Bailey of Wilmington, Delaware.

William F. Ashe, superintendent of the Bureau of recreation, Department of public works, Pittsburgh, lectured June 6 on the work of the Bureau. This talk was given in connection with the opening of library work in the summer playgrounds, where each student in the junior class is scheduled for practice work during the summer term.

Lilian I. Baldwin, '08, died at her home in East Orange, New Jersey, May 22, 1916.

Bess Burnham, '08, was married to John Lynn Miner, June 10, 1916, at Erie, Pa.

Gertrude M. Edwards, '13, has been appointed children's librarian in the Public library of Minneapolis, Minn.

Mary R. Moorhead, '15, has resigned her position in the Public library, Detroit, to accept a position in the children's department of the Carnegie library of Pittsburgh.

Estella Slaven, '14, has been made superintendent of work with schools, Public library, Seattle, Washington.

SARAH C. N. BOGLE,
Principal.

Carnegie library of Atlanta

The spring term always brings most of the out of town lecturers to the school. May 1-2, Miss Josephine Rathbone, vice-director of the Pratt Institute school of library science, was the guest of the school, giving two lectures, one on modern fiction and one on reference work. On Monday, the faculty entertained at luncheon in the class room for Miss Rathbone.

Miss Charlotte Templeton, secretary of the Nebraska public library commission, gave two lectures on May 10-11 on libraries in state institutions and the work of a library commission. The members of the class and the library staff had the pleasure of meeting Miss Templeton at luncheon in the class room after the lecture.

Mr William H. Brett, librarian of the Cleveland public library, visited the school on May 19-20. Mr Brett lectured on the Dewey decimal classification and on the work of the Cleveland public library.

Miss Lutie E. Stearns made her annual visit, giving a lecture on June 5 and making the graduation address on June 6. Certificates were awarded to the 11 young women completing the course.

The following students have received appointments:

Sadie N. Alison, assistant, Birmingham public library; Grace Anderson, assistant, Carnegie library of Atlanta; Harriet Boswell, assistant librarian, Carnegie library, Paducah, Kentucky; Virginia Bowman, assistant, Children's department, New York public library; Loretta Chappell, member, Training class for children's librarians, Cleveland public library; Zona Peek, librarian, Piedmont college, Demorest, Georgia.

TOMMIE DORA BARKER,
Festival of training classes of Chicago
public library

On June 2, the 10 training classes of

the Chicago public library joined in a festival on the occasion of the housewarming of the new training class room. It was their first reunion, and they celebrated it with a pageant.

Each class represented one of the classes in the Dewey decimal classification; the first class, the 100's or philosophy, the second, the 200's, etc. The present class not having taken the civil service examination for positions on the staff, could not be classed with exact sciences and books of knowledge, so they represented fiction.

After the march each class in its turn gave its own performance. The 200's in a mournful dirge bewailed the unpopularity of their class, attributing it to the ancient style of writing. Each in turn gave a modern version of the Adam and Eve story, in imitation of such modern writers as Kipling, Mr Dooley, and others.

The 300's gave a burlesque performance of a 398—Bluebeard.

The 400's conducted a class in language study with several jokes on people and circumstances in the library.

The 600's gave a parody on "The Charge of the light brigade," and placards on their backs labelled them "Noble six hundreds."

One of the present class represented "The Public," another, a desk attendant, and the others were books. The young woman representing "The Public," in calling for books, embodied in a very clever and humorous way the eccentric remarks that come to the loan desk.

University of Illinois

Dr Arthur E. Bostwick spoke before the members of the school and the library staff, April 27 at Lincoln hall, his subject being "A love of books as a basis for librarianship," and on April 28 to the Library school and faculty on "A message to beginners." The members of the school found it full of practical and inspiring suggestions.

Miss Harriet A. Wood, in charge of library work with schools at Portland,

Oregon, gave two lectures before the library school and staff in May on the work of the Portland library.

Miss Anna May Price, secretary of the Illinois library extension commission, spoke to the school on May 26 on "Illinois library legislation" and on the morning of May 27 on "Library conditions in the smaller libraries."

It is with great regret that announcement is made of the temporary withdrawal from the faculty of Miss Florence R. Curtis. Since January, 1908, Miss Curtis has been one of the most efficient and valued members of the corps of instruction, and the school's regret at losing her is tempered only by the expectation of her return in September, 1917. Miss Curtis plans to spend the coming academic year in working for a master's degree at the University of Minnesota, majoring in sociology. It is expected that Miss Sabra W. Vought, B. L. S., New York State library school, will take most of Miss Curtis' duties during the latter's absence.

The Library club held its closing meeting on May 29.

At the annual business meeting on June 5, the following officers were elected for the coming year: President, Margaret Williams, of the Library staff; secretary, Ruth Hammond; treasurer, Florence Craig, both of the class of 1917.

On June 14, the University conferred the degree of Bachelor of library science on the following members of the senior class:

Elsie Louise Baechtold, Talladega, Alabama; Susan True Benson, Urbana; Jessie Elizabeth Bishop, Evanston; Nelle Uree Branch, Champaign; Mary Gladys Burwash, Champaign; Marian Leatherman, Pittsburgh, Pennsylvania; Marguerite Mitchell, Wilmington, Ohio; Beatrice Prall, Hope, Arkansas; Charles Holmes Stone, Athens, Georgia; Alta Caroline Swigart, Champaign; Margaret Stuart Williams, Hamilton, Texas.

The faculty voted the final honors in scholarship to Miss Jessie E. Bishop, B. L. S., 1916, of Evanston, Illinois.

The following students have been

appointed to positions for the ensuing year.

From the senior class:

Jessie E. Bishop, assistant in charge of loan desk and extension, Cedar Rapids (Iowa) public library.

Mary G. Burwash, catalog assistant, University of Illinois library during the summer months.

Marguerite Mitchell returns to the Ohio State University library.

Beatrice Prall, assistant librarian, Little Rock (Arkansas) public library.

Charles H. Stone, librarian, Oklahoma college of agriculture and mechanic arts, at Stillwater.

From the junior class:

Leeson H. Cook, librarian, Warrensburg (Missouri) State normal-school, vice Alice L. Blair, B. L. S. '10, resigned.

Mildred Johnson, librarian, Northwestern University school of commerce, Chicago.

Mary A. Nichols, assistant, Minneapolis (Minnesota) public library.

Elizabeth M. Palm, assistant librarian, Michigan agricultural college, Lansing.

Ethel M. Stanley, assistant, Eastern Illinois normal-school, Charleston.

Miriam Tyler, assistant-librarian, John Marshall high-school library, Richmond, Virginia.

FRANCES SIMPSON,

Los Angeles training school

An interesting feature of the year was the series of "open courses," April 3-May 11. The purpose was to offer a share of the work of the training school to librarians and library assistants who were unable to take a full course of library training or who wished to supplement or refresh their knowledge of certain subjects by class instruction. The courses were so grouped as to be available for outside students within the six weeks assigned. They included the following subjects:

Survey of literature: six special lectures selected from a 32 weeks course, by Miss Gertrude Darlow, principal of the circulation department, Los Angeles public library;

Library work for children: ten special lectures, with exercises, discussion and required reading, selected from a 20 weeks course, by Miss Jasmine Britton, principal of juvenile department, Los Angeles public library;

Reference work: five special lectures, supplementing the regular 24 weeks course, by Mrs Brewitt;

Library administration: five lectures, by Miss Zaidee Brown, librarian of the Long Beach public library;

History of the library movement: seven lectures, with seminars, discussion and required reading, by Miss Helen E. Haines.

Binding and repair of books: six lectures, with practical demonstration of materials and methods, by W. E. Reavis, of the Pacific Library Bindery.

The attendance ranged from 20 to 50 for the different courses, including library workers from San Diego, Alhambra, Pasadena, Whittier, and a large representation from the staff of the Los Angeles public library.

A number of special lectures by visiting lecturers were given during these six weeks, among them being a most delightful address by M. Henri La Fontaine, of the *Institut International* of Brussels, telling of the organization and development of that great bibliographical enterprise; lectures on high school library work, by Miss Ella Morgan, librarian of the Lincoln high-school, and Miss Lucy Lay, librarian of the Los Angeles high-school; addresses by Dr Allison Gaw, Dr James Main Dixon, Dr Rockwell Hunt, and other members of the faculty of the University of Southern California.

The instructional work of the school year closed with the end of May, and the month of June is given to practice work, chiefly in the Los Angeles public library system.

Two of the students of the class of 1915-16 have received appointments—Miss Marie Deutschbein (from Bloemendaal, Holland), will join the staff of the Portland (Ore.) public library in August; and Miss Elizabeth Walker of Long Beach will join the staff of the Long Beach public library.

THEODORA BREWITT,

New York public library

The last junior visits of the year were to the libraries at Newark and East Orange.

Miss E. Kathleen Jones, librarian of the McLean hospital, Waverly, Mass., gave an address to the juniors on "Books in hospitals," May 19.

Miss L. E. Stearns lectured to the

juniors on "Reminiscences of a pioneer," May 31, and the students had the pleasure of meeting her at tea afterwards.

E. L. Pearson, editor of publications, New York public library, gave two lectures on "Library publications" to the juniors.

Miss Adelaide R. Hasse gave a supplementary course of six lectures on United States documents to the juniors. The general subject was "United States foreign relations," and the work was conducted as a seminar.

Mrs Elizabeth C. Earl, president of the Indiana public library commission, spoke to the members of the senior class on "The Indiana library trustees association," May 22.

Seniors of the Advanced reference and cataloging, and School and college courses visited the library of J. Pierpont Morgan, May 16.

The work of the juniors for the war sufferers this year was sent to the Polish Victims' relief fund.

Mr Samuel Tsu Yung Seng received the degree of Bachelor of Science from Columbia university, in addition to the diploma from our school.

On June 3, 39 persons took the entrance examinations at the school and 50 in other parts of this country and abroad.

The final exercises of the school took place on June 3. Mr Charles Howland Russell, secretary of the board of trustees, presided and bestowed diplomas on 25 graduates from 15 different states, Canada and China. Mr W. W. Appleton, chairman of the committee on circulation, gave certificates to 38 students from 17 different states, Canada and Sweden. Dr Harry Lyman Koopman's address was entitled "The librarian himself." After the exercises many of those present visited the school room, and examined the theses and bibliographies. The gift of the class of 1916 was a beautiful mahogany tea tray.

MARY W. PLUMMER.

New York state library

The regular school year closed Fri-

day, June 23. Dr A. E. Bostwick gave the main address. More than 20 of the students will attend the meeting of the A. L. A.

Visiting lecturers and their subjects have been as follows: May 12-13, Dr Frank P. Hill, Library buildings; June 2, Mr F. K. Mathiews, Chief Boy Scout librarian, Books for boys; June 3, Dr G. E. Wire, Library housekeeping.

Circumstances compelled a change in the plan of this year's course in Library buildings. Instead of being given as a whole by Mr Eastman, as in preceding years, lectures on various phases of the subject were given by Mr Eastman, Mr N. L. Goodrich of Dartmouth college and Dr Frank P. Hill of the Brooklyn public library. The amount of required reading was also increased.

The school has been represented by the faculty and students at eight of the library institutes conducted under the general direction of the New York library association.

The first course of the summer session began May 31. Twenty-one are in attendance. Several others are enrolled for the second course which begins June 21. Miss Jennie D. Fellows who, for several years, has taught cataloging in the summer session is unable to do so this year. Miss Sabra W. Vought ('01) will teach in her place.

Student appointments

Senior—Ruth L. Brown, reference librarian, Silas Bronson library, Waterbury, Conn.

Mary E. Furbeck, cataloger, Forbes library, Northampton, Mass.

Marguerite B. Haynes, assistant, Minneapolis public library.

Edna M. Hull, cataloger, University of Washington library, Seattle.

Katherine A. Oberholtzer, assistant, Legislative reference department, Connecticut state library, Hartford.

Ethel A. Shields, reference librarian, Iowa State Teachers College library, Cedar Falls.

Junior—Earl W. Browning, head of Applied science department, St. Louis public library.

Earl H. Davis, legislative reference librarian, North Dakota state library commission, Bismarck.

Grace I. Dick, assistant, Bushwick branch, Brooklyn public library.

Odine Domaas, assistant, Norges tekniske Høiskole Bibliotek, Trondhjem.

Mildred R. Forward, librarian, City normal school, Rochester, N. Y.

Helen M. Harris, assistant, Minneapolis public library.

Alice L. Knapp, assistant, Brooklyn public library.

Elizabeth W. Little, assistant, Wells College library.

Mary N. MacKay returns to the Michigan state library, Lansing, as head of the Special library department.

Wharton Miller, assistant librarian, Syracuse, (N. Y.) public library.

Alice E. Mills, assistant in Catalog department, Connecticut state library, Hartford.

Anne M. Mulheron, head of Order department, Los Angeles, Cal., public library.

Ruth Norton, assistant, Wesleyan University library.

Rachel Ogle, head of Circulation department, Iowa State Teachers' College library, Cedar Falls.

Barbara H. Smith, cataloger, Silas Bronson library, Waterbury, Conn.

Mary A. Tawney returns to a new position in the St. Paul public library.

A. Eugenie Vater returns to Purdue University library as reference assistant.

Esther Betz, instructor, University of Michigan Summer library school.

Carl L. Cannon, assistant, Newark, (N. J.) free public library.

Edith Edwards, assistant, Webster branch New York public library.

James L. Hodgson and Mary I. O'Sullivan, catalogers, Reference catalog section, New York public library.

F. K. WALTER.

Pratt institute

The class-room work in the third term consists largely of courses of lectures upon special subjects. The following were heard lately: Mr. Eastman, Library buildings; Mr. Stevens, Printing and Technical books; Miss Cowing, Children's books; Miss Julia A. Hopkins, Civic institutions; Miss Anna Tyler, Story-telling; Miss Harriet A. Wood, School work of the Portland (Ore.) public library; Miss Kathleen Jones of the McLean Hospital library, Waverley, Mass.; Miss Alice Tyler, Director of the Western Reserve library school; and Mr Mathews, Chief Scout librarian, Boy Scouts of America.

The lectures on special phases of li-

brary work were made doubly valuable by being delivered in the library described. The work of the Grolier Club library, of the Russell Sage Foundation and its library, and Museum library work as illustrated by the Children's museum and the Brooklyn Institute museum, were all described so fully that the visits were really illustrated lectures.

Three very pleasant out-of-town trips have been made during the term: one to the Wilson Company at White Plains, to East Orange, where Miss Hinsdale, class of 1898, is librarian, and to Garden City to inspect the Doubleday, Page & Company printing establishment.

The entrance examinations for 1917 were held on June 2. Over 40 of those examined were able to qualify and the choosing of the 25 to be accepted was rendered both difficult and interesting.

Katharine P. Ferris, '12, who went as cataloger to the Kings County free library in Hanford, California, has recently been made librarian.

Elsie Hay, '12, has been appointed assistant in the library of the law firm of White & Case, New York.

Martha Albers, '14, has been made an assistant in the banking house of Bonbright & Company in New York.

Janet E. Hileman, '15, who has been in the children's department of the Hamilton Fish park branch of the New York public library, has been made children's librarian at the Public library of New Castle, Pa.

Mildred Maynard, '15, has been made supervisor of children's work in the Public library of Waterloo, Iowa.

The following additional appointments have been made in the class of 1916:

Helen L. Crowe returns to the staff of the Chicago public library.

Mary A. Eastman, a member of the Training class for children's librarians of the Cleveland public library.

Elsie R. Friedmann, assistant, reference catalog division, New York public library.

Clara Gravez, assistant, catalog

reference department, Cincinnati public library.

Louise Coulter-King, assistant, Osterhout free library, Wilkes-Barré, Pa.

Edith M. Patterson, first assistant, Public library, Fond du Lac, Wisconsin.

Genevieve Pierson, assistant, Tompkins Square branch, New York public library.

Hilda M. Rankin, assistant, children's room, Pratt Institute free library.

Truman R. Temple, librarian, Public library, Leavenworth, Kansas.

JOSEPHINE ADAMS RATHBONE,

Simmons college

The examination period closed June 9 and Commencement activities began with the Baccalaureate sermon, by the Rev Willis Howard Butler, on Sunday, June 11. Wednesday, June 14, Commencement exercises were held in Harvard church, the address being delivered by the Rev Albert Parker Fitch, of Andover Theological seminary.

Immediately after the exercises the Alumnae association entertained at luncheon and later held their annual meeting. The president of the college gave a reception on Wednesday evening to the graduating class, their friends, and the alumnae.

The degree of B. S. was conferred upon the following members of the four year class:

Dorothy G. Bell, Mildred Bouvé, Louise V. Clary, Ella M. Coats, Elsie B. Crutten-den, Estelle L. Freeman, Helen P. Giere, Marian W. Hayward, Margaret G. Heimer, Isabelle B. Hurlbutt, Elizabeth P. Jacobs, Jessie H. Ludgate, Mary A. Nimms, Caroline Righter, Mary E. Rogers, Gertrude A. Shaw, Margaret E. Sinclair, Lorna A. Wardwell, Margaret M. Welch, Marjorie Yates.

The same degree was conferred upon the following graduates of other colleges who had completed the one year course in library science, and had offered proof of professional experience:

Marjorie M. Flanders, Madeline Junkins, Minnie W. Pert, Mary B. Pillsbury, Lois Rankin, Alice T. Rowe, Mary L. Terrien, Beatrice Welling, Mildred E. Whittemore, Jennie B. Frost.

Ella R. McDowell, '15, has been appointed librarian of the Public library, Danbury, Conn.

Mrs Elizabeth Blackall, special '12-'13, has been appointed librarian of the Public library, Oneonta, New York.

Mildred Bouvé, '16, has been appointed to the position of desk assistant at the Boston Athenaeum.

Isabelle Chaffin, '15, has resigned from the Brooklyn public library to do some bibliographical work under Dr Ames of Clark university.

Louise V. Clary, '16, has received an appointment in the Phillips Exeter Academy library as general assistant.

Marian Hayward, '16, has received an appointment in the Penn State College library.

Olive K. Bramhall, '15-'16, has been appointed on the cataloging staff of the New York public library.

Elizabeth Fanning, '15-'16, has been appointed to a position in the cataloging-reference department of the Cincinnati public library.

Ada M. Johnson, '15-'16, has been appointed as general assistant in the Norfolk House Centre library, Roxbury, Mass.

Mary M. Raymond, '15-'16, has been appointed to the position of secretary to the director of the Library school Simmons college.

Helen A. Russell, '15-'16, has received an appointment as general assistant in the Buffalo public library.

JUNE R. DONNELLY,

Syracuse university

The Easter trip of the senior class, extending from April 21 to May 4, included visits to Washington, Philadelphia, New York, Brooklyn and New-ark. The class examined the methods of work in 11 libraries and also visited several art galleries and museums. In Washington, Dr Herbert Putnam and Mr George F. Bowerman kindly explained to the students the special problems and purposes of their respective libraries.

A library institute was held on May 18 at the Syracuse public library. The librarian, Mr Paul M. Paine, arranged an unusually excellent and varied program. The general subject of discussion was "Promoting the usefulness of the library." All the students of the Library school attended both sessions and Miss Wandell, Miss Thorne, and Mr Sperry of the school faculty gave short talks.

The members of the junior class gave a reception on Monday evening for the senior class of the Library school. The guests much enjoyed the reading of Bernard Shaw's play, "You Never Can Tell," by students of the school, assisted by teachers from the English department of the college.

Miss Clara W. Hunt of the Brooklyn public library, gave a series of four lectures on children's work, May 8-10, before the students of the school.

Miss Adeline Zachert of the Rochester public library lectured, May 19, on "Story telling in community work."

Miss Lutie E. Stearns gave an address on the afternoon of the same day on "Relation of the public library to the nine great problems of the day."

Aimee Peters, '13, has been made an assistant in the library of the Smithsonian Institution, Washington, D. C.

Mildred Van Schoick, '12, recently married Robert L. Watson, and is to live in Columbus, Ohio.

E. E. SPERRY

University of Wisconsin

The close of the school year was filled with completing of bibliographies and final examinations in each of the principal courses.

Dr Arthur E. Bostwick, librarian of the St. Louis public library gave two lectures on May 17. His subjects were "The love of books as a basis for librarianship" and "A message to beginners." He also told of the Shakespeare celebration, which will be given in St. Louis in June. On the same day Miss Harriet A. Wood, head of the school department of the Portland (Ore.) public library spoke of the work of this department.

Two motion picture films have been shown recently to the students. They consisted of four reels on "Making of a magazine," loaned by the Curtis Publishing Co. and two reels on "Making of a book," loaned from Ginn & Co. to the school.

Miss Louise Fernald, librarian of Great Falls (Mont.) public library spent a day at the school in May.

William H. Brett of the Cleveland public library paid a visit to the school, May 31 and gave his interesting lecture on the Decimal classification. He also talked informally on the work of the Cleveland library. The class rejoiced in having the opportunity of hearing Miss Stearns, who gave on June 8, her stimulating lecture on "Library spirit."

Entrance examinations for the class of 1917 were held June 9. Closing exercises took place June 14, the commencement address, "The companionship of books," being delivered by Prof. James F. Hosis of the Chicago normal school. President Van Hise, Hon C. P. Cary, state superintendent of public instruction, and Mr Dudgeon also spoke upon the occasion.

Mrs Grace R. Darling, '08, has resigned from Stout institute, Menomonie, Wis., and will engage in social service work in New York city.

Winnie V. Foster, '08, assistant, at Marinette (Wis.) public library, succeeds Grace Lane, '09, as cataloger in the Sioux City (Iowa) public library. Miss Lane was married, June 1, to Leon Maxwell Young of Promontory Point, Utah.

Florence C. Farnham, '09, has been elected librarian of the new State normal-school, Eau Claire, Wis.

Doris Greene, '11, will succeed Miss Farnham as cataloger in the Superior (Wis.) public library.

Mary Ives, '12, has been appointed librarian of the Oakland (Cal.) high-school. She formerly held a position in the library of Leland Stanford university.

Ethel A. Robbins, '12, was married in May to Osman M. Camburn of Starkville, Miss.

Lura E. Brubaker, '13, has been chosen president of the Upper Peninsula (Mich.) library association.

Freda M. Glover, '13, has received appointment as children's librarian of the East Portland (Ore.) branch library, beginning in August. For the past three years she filled a similar position at Boise, Idaho.

Lynne Malmquist, '13, assistant librarian of the Sioux City (Iowa) public library, has resigned to take the position as manager of the Sioux City Book and Stationery Co.

Mrs. Elizabeth Blackall, '14, began her duties as librarian of the Oneonta (N. Y.) public library, June 1.

Esther Friedel, '14, began work in her new position in the Brownsville children's branch, Brooklyn public library, June 1.

Doris M. Hanson, '14, has been elected librarian of the El Paso (Texas) high-school library, beginning September 1.

Georgia Lutkemeyer, '14, has resigned the librarianship of the Watertown (Wis.) public library, to become children's librarian at Sioux City, Iowa.

Julia C. Stockett, '14, reviser in the library school and field visitor for the Wisconsin library school, has been elected acting-librarian of the University of Idaho, Moscow.

Marie Pulling, '15, has accepted a temporary position for the summer in the Buffalo (N. Y.) public library.

Ethel Stephens, '15, who resigned her position as librarian of the Keewatin (Minn.) public library, has been elected assistant cataloger in the Iowa State teachers' college, at Cedar Falls.

Appointments, class of 1916.

Anna Dewees, reference assistant, Madison (Wis.) free library.

Frances M. Hogg, cataloger, Great Falls (Mont.) public library.

C. Louise Jaggard, librarian, Presbyterian college, Emporia, Kansas.

Dorothy Ketcham, fellowship, University of Indiana.

Amy L. Meyer, librarian, Deer Lodge (Mont.) public library.

Elizabeth Ohr, assistant, Indiana library commission.

Clara E. Rolfs, member training class for children's librarians, Cleveland public library.

Louise A. Sias, librarian, Keewatin (Minn.) public library.

MARY EMOGENE HAZELTINE,

Branch Libraries for Chicago

A quite extensive plan for the expansion of the system of book distribution of the Chicago public library, prepared by Dr Max Henius, president of the board of trustees, has been published. Among the many plans stated are the following:

Six large branch library buildings are projected for different parts of the city with smaller branches at convenient intervals within a radius of territory tributary to them. Each branch will be a separate library with auto service attached for daily deliveries to the auxiliaries in connection with them. This system will comprise in addition to the six central branches, 60 or perhaps more smaller branches. There will be an extension of the special

deposits in business and industrial establishments and in other localities where there are groups of possible readers who might utilize library facilities.

The branch libraries located in the field houses of the parks have been largely used by their respective neighborhoods, but the space assigned by the park authorities has been too limited to permit the thorough kind of special work which libraries are supposed to do.

There are now in addition to the main library in the loop district, 925 distributing agencies throughout the city. The delivery stations will be reduced in number as their work is replaced by branch service in the various communities.

The book fund for the coming year is \$105,000 as contrasted with an average of \$40,000 during the past five years. Municipal civil service still controls appointments to the library staff.

That a fine opportunity for studying binding has been offered by W. H. Rademaekers of Newark, N. J., is a matter of interest to librarians who are not familiar with the binding craft.

There is room to question the advisability of librarians engaged in certain kinds of library work giving much time to binding. The experience of the many long years between the present and the time when Dr. Poole advocated the choosing of a competent binder and leaving the work entirely in his hands has not served to disprove the wisdom of the advice. At the same time, librarians ought to know something of the quality of binding material, something of the various processes and their value, as much for appreciating the work of the binders as to form competent judgment on the bindery offered for library service.

The Rademaekers experiment will be watched with interest and it may be that such good results will come from librarians studying binding as to make a decided improvement in the quality of much of the binding to be found in some libraries at the present time.

News From the Field

East

Miss Evelyn S. Lease of Montpelier, Vermont, librarian of the Kellogg-Hubbard library, has been appointed a member of the Public library commission of Vermont.

Kenneth C. Walker, Pratt '14, at present head of the Technical department of the New Haven public library, has been appointed an assistant in the Technical department of the Carnegie library at Pittsburgh.

The General Theological library at 53 Mt. Vernon street, Boston, loaned 30,000 books to ministers last year without charge. The library has an endowment of \$22,000, the income of which can be used only for the purchase of books. These are loaned to clergymen of all denominations in the state, free of charge.

The annual report of the Public library of Bennington, Vermont, records the number of books on the shelves, 7,585 exclusive of public documents; the total circulation, 41,082. Books in foreign languages have been added to the library. Books have been furnished to eight of the district schools. The library rooms have been used as a meeting place for many local organizations.

The report of the Fletcher free library of Burlington, Vermont, records a circulation of 93,186 v., the largest in the history of the library. The required reading for the high school was furnished by the library and 48 school rooms were supplied with books. A series of lessons on the uses and resources of the library was given by the librarian to the Teacher-training class of the high school.

There were 1,293 new borrowers registered and 1,192 new books added.

The library was supplied with flowers through the courtesy of its patrons, from early spring until late in the autumn.

The thirty-eighth annual report of the Public library, Providence, contains the following items of informa-

tion: total number of volumes in the library (Central library and branches), 181,306; circulation, 294,352 (of which 81,231 were issued at the four branches); the number of volumes sent to deposit and delivery stations (not counted in the circulation), 3,045; number of stations, 44.

One new branch has been added during the past year, and the library has also been drawn into particularly close and intimate coöperation with two other libraries, not yet officially connected with it. The development of the Municipal Reference department has been one of the noteworthy features of the past year. At the end of the report, the statistics are enumerated in form adopted by the A. L. A. Council, Dec., 1914.

The annual report of the City library of Manchester, New Hampshire, records an increase of 36% in its circulation during the first year in the new building. An open shelf room has increased the use of the class books so that the use of fiction has dropped from 68 to 59 per cent.

The work at the delivery stations has more than kept pace with the work in the library building.

There were 99 gatherings held during the year in the new building with an aggregate attendance of over 3,000.

Fewer books were unaccounted for with the open shelf than was the case with the closed shelf.

A new edition of the list, "Home reading for high school pupils," prepared by the head of the English department of the high school, has been issued.

The fifty-sixth annual report of the Public library of Worcester, Mass., states that the one cent fine system is successfully operating in their children's department but the library would like to dispense with fines altogether.

The Community rooms established in basements of all three branch libraries have proved very useful for story-telling, club-meetings, and other kinds of

library extension work. A rental of \$3 an evening is charged for political gatherings.

A special committee of directors has been appointed to agitate for a new building.

Library classes from high and grammar schools were managed regularly and successfully throughout the year.

Circulation per capita, 4.2; 27 v. per card-holder. Total circulation, 687,087 v., with 227,843 books in stock. The municipal appropriation was \$60,500; the total receipts, \$74,752. Expenditures: books, \$13,156; periodicals, \$1,771; binding, \$4,672; administration, \$39,980.

Central Atlantic

Ruth Wallace, N. Y. State, '13-'14, will return to the Chautauqua Summer library school to conduct a reference course, August 4-18.

Genevieve Conant, N. Y. State, '13, will be one of the instructors again this year at the Chautauqua Summer library school.

Mary M. Shaver, N. Y. State, '06-'07, will be one of the instructors at the Chautauqua Summer library school, July 8-August 18.

Miss Charlotte E. Wallace, Pratt, '97, head of the Yorkville branch of the New York public library, was married April 15 to Mr Dwight Clark of Pittsburgh.

William J. Hamilton, N. Y. State, '12, has resigned his position in the New York public library to succeed Mr C. S. Thompson as assistant librarian of the public library of the District of Columbia.

The report of the Carnegie library at Homestead, Pa., shows home use of books, 137,786 v.; used in the building, 57,100 v.; number of volumes on the shelves, 46,374; number of distributing agencies, 33; number of borrowers, 12,500; spent for books, \$2,312; salaries, \$3,592.

A branch of the Enoch Pratt free library, Baltimore, was opened June 1 with a collection of about 7,500 v.

covering natural science and industrial arts. The formation of a library of technology has been one of the plans of the library for several years but has only recently been possible. It will be in charge of Arthur D. Thompson.

There has been opened in the print gallery of the New York public library an exhibition of prints illustrating portraiture of the colonial and revolutionary period, loaned by Mr Charles Allen Munn. The exhibition offers at the same time a review of the activities of early American engravers. There are many very rare prints in the collection and a number of peculiar and amusing fictitious portraits which were issued in London and Augsburg, in the early days of the Revolutionary war, in evident response to a popular demand for portraits of actors in that conflict of whom no portraits had reached the other side.

The activity of the Seymour library, Auburn, New York, has been increased by a valuable medical and surgical library of 500 v. left to the library by a former trustee, Dr William S. Cheesman. The collection is not only useful to the medical profession but to the laity as well.

A list of books for business men, mailed to members of the Chamber of Commerce, Rotary club and Ad club, has increased the demand for books on efficiency, salesmanship, advertising, etc.

A lending collection of sheet music and a file of mounted pictures have also increased the use of the library.

A popular and enthusiastic meeting held at Pottsville, Pa., urged the school board to increase its appropriation of \$3,500 to \$5,000 in order to make it possible to accept the offer of \$45,000 of the Carnegie Foundation fund for a new library building. A gift of \$23,000 from a citizen for a site was also offered.

The 14 addresses of the evening were listened to with closest attention and plans for the betterment of the library were offered and applauded.

Immediately following, a newspaper discovered and made much of the fact that the library having been founded by a gift was not eligible to receive money by public taxation, and the whole scheme and enthusiasm died down. The librarian, Flora B. Roberts, well known for efficient work, feels sadly discouraged over the outcome of the proposition which started out so auspiciously.

Central

Maud Underwood has been appointed librarian of the Children's library of Belleville, Ill.

The school libraries of St. Paul, Minnesota, have been placed under the supervision of the Public library of St. Paul.

Mary Torrance, Illinois, B. L. S., '12, will have charge of the courses in library training for the summer session at the Normal school, LaCrosse, Wisconsin.

Thirza E. Grant, N. Y. State, '15, has resigned her position as reference assistant in Oberlin College library to join the faculty of Western Reserve library school at Cleveland.

Fanny W. Hill, Illinois, B. L. S., '15, has resigned her position as reviser in the library school at the University of Illinois because of her approaching marriage to Mr Leo Arthur Gutting, of Gatun, Canal Zone.

Margaret M. Herdman, Illinois, B. L. S., '15, resigns her position as assistant in charge of a departmental library at the University of Illinois to accept the librarianship of Rockford college at Rockford, Illinois.

The report of circulation for the Public library, Decatur, Illinois, for the past year, recorded number of books on hand, 37,168, of which 26.67% were fiction; total circulation, 107,828v., of which 74,397 were fiction; 5,596 was sociology; 6,937 was literature and 2,995 magazines.

The Supreme court of Ohio has handed down a decision which upholds

the right of the City of Cleveland to turn over the present city hall property to the public library board as a site for a new public library. There is nothing in the way of the plans for the library now, as the bond issue of \$2,000,000 was voted some time ago.

The main building for the Public library of St. Paul, Minn., having almost reached completion, attention is now to be given to other distributing stations. A contract for the construction of three branch library buildings made possible by a \$75,000 Carnegie grant, was awarded in April; a collection of books relating to building, construction and allied subjects has been installed in the office of the Builders' Exchange; a site for a branch library, valued at \$4,000, has been presented by the citizens of Merriam Park and a public delivery station has been opened in the Church club. The library has received a collection of 50 Babylonian tablets from Anne Carpenter.

The report of the Public library of Milwaukee, Wisconsin, opens with a presentation of much of the interesting data connected with the 70 years of the library's existence. It is illustrated with pictures of the early librarians and library boards as well as with views of the interior of the present library in its recently improved conditions.

The staff is made up of 79 members exclusive of the nine in the bindery. The reports of the various departments are made by those in charge. Number of volumes in the library, 302,651; circulation, 1,264,910 v.; cards in use, 67,530; receipts for last year, \$186,651; expenditures, \$186,204, of this, \$59,243 was for salaries; \$14,397 for general equipment; \$15,244 for books and maps.

The Hayes memorial library and museum at Fremont, Ohio, was dedicated May 30 with appropriate ceremonies. The building was made possible by a gift from Colonel Webb C. Hayes to the State of Ohio, of the former home of his father, Rutherford B. Hayes, nineteenth president of the United States.

In accordance with the proposal of the donor, the Ohio archaeological and historical society was made a trustee of the institution and erected the building at the cost of \$50,000. The society was also made a trustee of all the books and manuscripts left by President Hayes and heretofore stored in the Birchard library in Fremont and the Western Reserve historical society in Cleveland.

Colonel Hayes has turned over to a trust company a further \$50,000, the income of which is to be used perpetually in purchasing books and historical material for the library.

The building is a very beautiful one, situated in Spiegel grove. The building is to form a branch reference library and museum of the state society and its decoration is in the nature of a memorial also to the soldiers, sailors and pioneers of Sandusky county.

In addition to the book fund, Colonel Hayes has also expended \$50,000 for massive stone gateways to the park, improvement of the ground and the removal of his parents' bodies from Oakwood cemetery to the state park.

The report of the Ryerson library of art, at the Art Institute, Chicago, records the number of books, 11,307; photographs, 31,503; lantern slides, 13,840; post cards, 5,274; maps, 320; pamphlets, 9,563. There were circulated last year 12,672 books, 5,044 pictures and 18,994 lantern slides.

The Burnham library of architecture received a large number of very valuable books, both foreign and American. The number of visitors for reading and reference was 94,959.

South

Margery C. Quigley, N. Y. State, '15-'16, will be an instructor in the University of Missouri Summer library school.

An exhibition of color prints and rare old books was held in the Public library of Enid, Oklahoma, April 19-20. The exhibition was well attended and interested hundreds of people.

This library issues an occasional typewritten bulletin for the use of its

patrons under the title of "Garfield county with the Library book news."

Pacific Coast

Ellen Hedrick, N. Y. State, '02-'03, has resigned as cataloger at Yale University library to take charge of the re-cataloging of the University of California library, Berkeley.

Miss Elizabeth Topping of Marshfield, Oregon, will take charge of the Public library at Everett, Washington, during the leave of absence for three months of the librarian, Miss Frank.

Helen L. Price, Illinois, B. L. S., '00, has resigned her position with the Michigan library commission, to accept the librarianship of the New University high-school, Oakland, California.

Mrs Allison Aylesworth, Riverside, '16, has been appointed librarian of the Public library, Hemet, California.

Faye T. Kneeshaw has been appointed assistant in the San Diego County free library.

The annual report of the Public library of Santa Monica, California, records a circulation of 108,750 v.; number of volumes in the library, 21,773. Expenditures, books, \$2,133; periodicals, \$339; bindings, \$869; salaries, \$5,178.

Canada

John Ross Robertson of Ontario has again made the people of the province his debtor by giving to the Public library of Toronto a collection of over 200 water colors of birds known in Ontario in earlier days. These pictures will be ready for exhibition in the Robertson historical rooms in the Toronto reference library in September.

Position Wanted

Permanent position wanted by trained, experienced cataloger. Address E. A. Walker, Brush, Colorado.

For Sale—The Catalogue of the Library of the Peabody Institute, Baltimore, in 13 volumes, bound in cloth, is offered for sale. Price \$20. Apply to John Parker, Librarian.